



A guide to school reform

What can we do to improve our schools?

A collection of resources
found on the Internet

*Curated by Mario Llorente and Steve McCrea
Contributions from Matt J. Blazek, François Savain,
Jeff Hutt and Dennis Yuzenas*

Copyright © 2013 by Mario J. Llorente and Steve McCrea

*Contributors: François Savain, Jeff Hutt, Matt J. Blazek and
Dennis Yuzenas*

ISBN-13: 978-1490425672

ISBN-10: 1490425675

Contents

Humanistic education

Quotes

The Power of Lectures

Transformation in Schools by Abraham S. Fischler

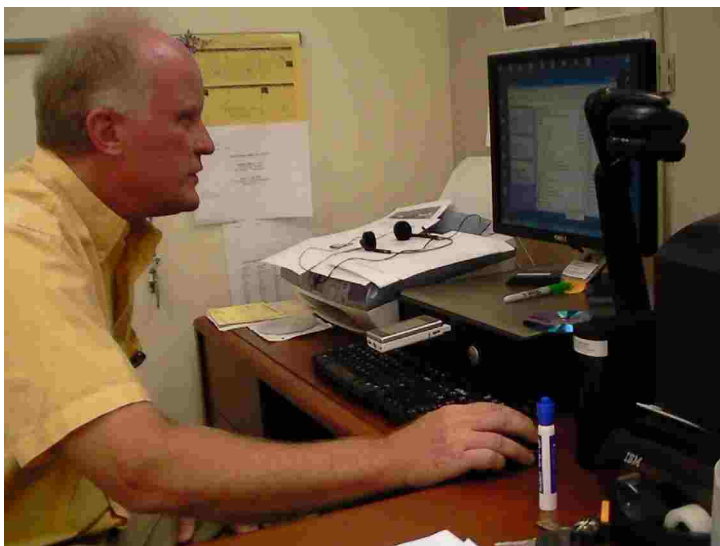
Constant Improvement

Projects

Schools that use some of these principles

Resources

Selected translations of some of the quotes



Innovative “outside the box” teachers like Dennis Yuzenas (WhatDoYaKnow.com) put many of the insights found in this book to use in their daily lessons.

This booklet was compiled by BuildTheFuture.net
Send comments to TheGuideOnTheSide@gmail.com

Humanistic education

The following materials were found on Wikipedia.org. References are at http://en.wikipedia.org/wiki/Humanistic_education

Humanistic education is an alternative approach to education based on the work of **humanistic psychologists**, most notably **Abraham Maslow**, who developed a famous **hierarchy of needs**, **Carl Rogers**, previous president of the **American Psychology Association** and **Rudolf Steiner**, the founder of **Waldorf education**.^[1] In humanistic education, the whole person, not just the intellect, is engaged in the growth and development that are the signs of real learning. The emotions, the social being, the mind, and the skills needed for a career direction are all focuses of humanistic education. "Much of a humanist teacher's effort would be put into developing a child's self-esteem. It would be important for children to feel good about themselves (high self-esteem), and to feel that they can set and achieve appropriate goals (high self-efficacy)."

Time is a variable.

Arbitrary learning within fixed time periods can be eliminated, i.e., no 1st, 2nd, 3rd, etc. grades.

Instead, students can be grouped with materials appropriate to their learning level and style using the computer assisted instruction (CAI) approach for English and math, and the project/problem/discussion modes for other subjects. The projects given to the students match the level of English and math competencies and are related to the students (their interests and their lives). For example, in 3rd grade, how would you study the amount of water that a plant needs to grow? I would use the students' math knowledge (learned through CAI) for science learning. Rather than studying history through memorization and chronology, it can be studied through problems based on the immediate environment for younger children and more abstract concepts in later grades.

*(a slogan taken from Dr. Abraham Fischler's blog
TheStudentIsTheClass.com)*

Choice or Control: The humanistic approach focuses a great deal on student choice and control over the course of their education. Students are encouraged to make choices that range from day-to-day activities to periodically setting future life goals. This allows for students to focus on a specific subject of interest for any amount of time they choose, within reason. Humanistic teachers believe it is important for students to be motivated and engaged in the material they are learning, and this happens when the topic is something the students need and want to know.

Felt Concern: Humanistic education tends to focus on the felt concerns and interests of the students intertwining with the intellect. It is believed that the overall mood and feeling of the students can either hinder or foster the process of learning.

The Whole Person: Humanistic educators believe that both feelings and knowledge are important to the learning process. Unlike traditional educators, humanistic teachers do not separate the cognitive and affective domains. This aspect also relates to the curriculum in the sense that lessons and activities provided focus on various aspects of the student and not just rote memorization through note taking and lecturing.

Self Evaluation: Humanistic educators believe that grades are irrelevant and that only self-evaluation is meaningful. Grading encourages students to work for a grade and not for intrinsic satisfaction. Humanistic educators disagree with routine testing because they teach students rote memorization as opposed to meaningful learning. They also believe testing doesn't provide sufficient educational feedback to the teacher.

Teacher as a Facilitator: "The tutor or lecturer tends to be more supportive than critical, more understanding than judgmental, more genuine than playing a role." ^[3] Their job is to foster an engaging environment for the students and ask inquiry based questions that promote meaningful learning.

References

Earl J. Ogletree, "Rudolf Steiner: Unknown Educator", *The Elementary School Journal*, Vol. 74, No. 6 (Mar., 1974), pp. 344-351

Stuart, G. (n.d.). Humanistic approaches to teaching. Retrieved from <http://www.garysturt.free-online.co.uk/human.htm>

Rowan, J. (n.d.). Humanistic education. Retrieved from http://www.ahpweb.org/rowan_bibliography/chapter17.htm

Quotes

- 1 *The teacher of the future is a GUIDE on the SIDE, not a sage on the stage.*
- 2 *Education is NOT the filling of a pail, but rather the LIGHTING of a FIRE.*
- 3 *Most students might forget what you taught them, but they will always remember how you treated them.*
- 4 *I am a big obstacle to bringing Computer Assisted Instruction into the classroom because I love to perform.*
- 5 *Jack is a boy from Brooklyn who dropped out of school to avoid terminal boredom.*
- 6 *I never let school get in the way of my education.*
- 7 *Drive out fear.*
- 8 *Never do for a child what a child can do for himself.*
- 9 *There are 2 billion children in the developing world. Instead of asking their teachers to "reinvent the wheel" every day, why not share lesson plans that work with their 59 million teachers?*
- 10 *Keep Teacher Talking Time to a minimum.*
- 11 *What a gift some power could give us: to see ourselves as others see us.*
- 12 *The goal is to **gradually transfer responsibility for learning** to the student.*
- 13 *Schools teach children to obey. But we need creative answers to the challenges of our times. Many of the people who've had the greatest influence on our times were failures in school.*

The student is the class



Dennis Yuzenas (WhatDoYaKnow.com) encourages his high school students to bring their computers into his classroom to do projects, search the Internet and collaborate in teams.

TransformEducation.com • TransformTeaching.org
EdutechFoundation.net • abe.TheStudentIsTheClass.com

14 *The greatest sign of success for a teacher is to be able to say, "The children are now working as if I did not exist."*

15 *Let's create people who are capable of doing new things, not simply of repeating what other generations have done.*

16 *Innovative schools offer small classes, individualized instruction, and flexible curricula which can accommodate the child. The same teacher stays with the same group of children for as many as eight grades. The teacher has to grow and learn with the children.*

17 *Many teachers believe that they need to control how they teach and how they test. Other teachers negotiate with their students what they will learn, when they will learn it and how we will check that they have learned it.*

18 *Until we find the child's passion, it's just school. When the child finds his passion, we teach to that passion. We can find internships for high school students: Kids say, "I love this internship!"*

19 *Unfortunately, to most people, teaching is the giving of knowledge. What are you going to tell the students? What is your expertise? But teaching is really about bringing out what's already inside people.*

20 *If individuals have different kinds of minds, with varied strengths, interests and strategies, then could biology, math and history be taught AND ASSESSED in a variety of ways?*

21 *Trust. Truth. No Put-downs. Active Listening. Personal Best.*

22. *Learning should be fun. Students should enjoy performing their understanding.*

23 *The Student is the Class*
See these quotes in other languages in the appendix.
Can you match the above quotes with these authors?

Howard Gardner	Dennis Littky	Maria Montessori	W.
Edwards Deming	Gordon Dryden	Mark Twain	
William Glasser	Jean Piaget	Robert Burns	
Abraham Fischler	W B Yeats	(poet)	

Most kids use a mobile phone. Most kids spend time online. **Most schools prevent both.** Our kids are online; it's time their education was. By the end of the decade most U.S. schools will blend online and on-site learning to customize learning and extend the day and year. Most high school students will do most of their work online. All students (and teachers) will have Internet access devices and broadband. Cloud-based school-as-a-service will provide 24/7 access. The good news is that digital learning won't cost more, and it will boost achievement and graduation rates. – T. vander Ark

Jamie McKenzie's article **The WIRED Classroom** provides a list of descriptors of the role of a teacher who is a *Guide on the Side* while students are conducting their investigations. *"... the teacher is circulating, redirecting, disciplining, questioning, assessing, guiding, directing, fascinating, validating, facilitating, moving, monitoring, challenging, motivating, watching, moderating, diagnosing, trouble-shooting, observing, encouraging, suggesting, watching, modeling and clarifying."* The teacher is on the move, checking over shoulders, asking questions and teaching mini-lessons for individuals and groups who need a particular skill. Support is customized and individualized. **The Guide on the Side sets clear expectations, provides explicit directions, and keeps the learning well structured and productive.** *From Now On, The WIRED Classroom Jamie McKenzie*

We want to gradually transfer responsibility for their learning to students. – John Gardiner

A Procedure

The four-part use of quotes

Quotations are effective ways of engaging the mind with “scaffolding” (support). By asking the student to focus on someone else’s excellent thoughts, we assure the student that it is time well spent. The student will receive the reward from that effort and might turn to look at another quote.

Exercise 1

The teacher has ten quotes and ten interpretations. The teacher asks a student to read the quote and then asks students to work in pairs and small groups to figure out what the quote means.

Procedure: A student reads a quote and asks, “What does this mean?” The students then discuss in pairs and small groups. The teacher can model an example, if necessary.

Exercise 2

The teacher has ten quotes and eight interpretations. The students try to match the interpretations with the quotes. The students work in pairs and small groups.

Procedure: A student reads a quote and asks, “Who has the interpretation of this quote?” Another student answers, “I have it.” Then the group listens to the interpretation and decides if the match is correct.

Exercise 3

Now the students have to find the quotes in a list or book that the teacher provides.

Procedure: Each student then builds an interpretation of the quote, writes the interpretation, and the interpretations are shuffled and distributed. The group then tries to match the student-written interpretations to the selected quotes.

Exercise 4

In the highest level of the game, the students WRITE their own quotes. They make up something that they have never seen written in that particular way. (This stage is fairly advanced and is suited for older students.)

Procedure: Each student also generates the interpretation, as in Exercise 3, and the quote and interpretation are separated, shuffled and distributed to the teams as in previous exercises.

This activity is described on Youtube at “Mario Llorente quotes”

***Mario:** The activity itself is less important than what happens later. A student who has heard an important quote, which is a highly distilled idea, will probably think about that idea later that day or when the quote is seen on a wall. The definition and interpretation of that quote will resonate in the student. Four or five days later, you’ll say, “Do you want to play the game of quotes?” and they’ll say, “Yeah!”*

The Skillful Use of Lectures

In defense of the proper use of the lecture

By Mario Joel Llorente Leyva

The lecture is an important way of building rapport and respect in the students. When students hear a stimulating delivery of a well-reasoned argument, they admire the speaker. The lecture can quickly fill the audience with a sense of awe.

Think of a politician. How do we judge that person? By how much he or she makes us think? By how much we learn from that person? Or by how we are impressed by the arguments that the politicians deliver to us?

In the same way, **a good teacher will inspire the audience with the lecture to learn more, to emulate the style, to learn how to impress other audiences.** A lecture is an important start to a strong relationship between teacher and student. The lecture might not be the most effective way for transferring information into long-term storage, but it is an excellent way for motivating students to take time to learn. A lecture might be the way to start the conversation between teacher and student. The lecture is a way to open a door for the students to perceive a new world.

A lecture can stun the students, inspire them and fascinate them. There should be well-placed lectures scattered in every course, even if each mini-lecture is only two minutes long. It is long enough to catch the attention of the students and then fill them with a desire to duplicate and surpass the teacher.

And then the lecturer can step back and facilitate the learning.

Which is better, learning by discovery, learning in a group or learning from a lecture?

Richard Clark, a professor at University of Southern California, has written several articles (with Paul Kirschner and John Sweller) analyzing the benefits of “fully guided instruction.” This might include short lectures. When this book was started, the focus was on reducing lectures. Now we see (with the growth of the flipped classroom) that there is an important place for a lecture that the student can control. What happens when we ask students to catch the professor at home or while sitting in a comfortable chair, perhaps stopping and taking notes? The student arrives in the classroom ready to ask more questions or ready to discuss the information that the lecturer gave.

Yes, we should lecture less in the classroom. We teachers can continue to lecture, but let’s lecture on video so that the students can decide when and how much of our talking they will absorb.

Recommended Reading

Richard Clark, "Putting Students on the Path to Learning." aft.org/pdfs/americaneducator/spring2012/Clark.pdf. You can find it by searching for "Clark American Educator 2012."

Look for Barack Rosenshine's article in the same issue of the magazine. His *Principles of Instruction* are listed here.

"Principles of Instruction: Research-Based Strategies That All Teachers Should Know." Search for "Renshine American Educator 2012."

aft.org/pdfs/americaneducator/spring2012/Rosenshine.pdf

The article is adapted from a pamphlet that the United Nations distributes.

unesdoc.unesco.org/images/0019/001906/190652e.pdf

(English)

[ibe.unesco.org/fr/services/documents-en-](http://ibe.unesco.org/fr/services/documents-en-ligne/publications/pratiques-educatives.html)

[ligne/publications/pratiques-educatives.html](http://ibe.unesco.org/fr/services/documents-en-ligne/publications/pratiques-educatives.html) At this link, you can find the pamphlet in French, Portuguese and Spanish.

ibe.unesco.org/fileadmin/user_upload/Publications/Educational_Practices/EdPractices_21s.pdf (Spanish)

ibe.unesco.org/fileadmin/user_upload/Publications/Educational_Practices/EdPractices_21po.pdf (Portuguese)

ibe.unesco.org/fileadmin/user_upload/Publications/Educational_Practices/EdPractices_21f.pdf (French)

Science is a verb



A science lab is a place for action,
not just memorization

(Kara Dipert, National Herald)

TransformEducation.com • TransformTeaching.org
EduTechFoundation.net • abc.TheStudentsTheClass.com

Transformation in Schools

Abraham Fischler, president emeritus of Nova Southeastern University, has identified an obstacle to this goal: **“Teachers like to perform.”** When it comes to preparing a lesson, the first impulse is to **LECTURE about a topic.** The more difficult route is to write a word on the whiteboard and say, “Work with a partner and write five things you know about this word...” and then let the pairwork flow from there... That’s hard for many teachers because we want to be in control of the flow of the class. It’s hard for some students who expect to be told what they need to know.

Here are some more observations by students:

I think a student like me should use really modern methods.

To learn English (or another language), studying the perfect grammar at school is only the beginning. The real way to learn English perfectly is practicing. So it’s a really good way using Facebook (for example, my best friend’s American, so I always talk in English with her and it really helps me) and then talking about things we like.

*You should give the student all the things you know and then let her choose the things he/she wants to do. Most teachers think that being under pressure makes us give our best. **THAT’S NOT TRUE.** When I’m anxious or nervous, I really cannot do anything. It’s like I am blocked. So I think that the right way to improve is feeling comfortable and doing things that interest us. -- [Arianna Costantin](#), Milano*

Comment by Dr. Abraham S. Fischler: It is best to know enough about your students that you can start a lesson from their interests. If they are interested, then they will work. You may have to set up small groups based on interest. Give students the opportunity to share with others what they are learning, especially when they reach a point when they are ready to share. After they are through, positive reinforcement is important.

The Problem (from TheStudentIsTheClass.com)

At the present time, teachers are working hard but we are still not fulfilling the demands of our students or our society. Why not? The schools are set up with an agrarian calendar and teachers are responsible for teaching to a class as a unit. Time is fixed and the only variable is performance – some pass and others fail. And, if the persons who fail do not make up and achieve the proficiency that the test is measuring, they drift further and further behind. The consequences are numerous and punishing. How does this instill a love of learning? This approach does not take into account a truism: “all students can learn, but they learn at different rates and have different preferential learning styles.”

Instead of asking the student to fit the administrative structure (i.e., the class and arbitrary time periods for learning subjects and



achieving competencies), we must provide each student with the time and means to succeed. Rather than punish the student who learns more slowly than the arbitrarily chosen period, we must treat each student as the class.

We must find a way of doing this. Other industries have made similar changes and it is now time for education to do the same.*

**FedEx can tell you where any package is at any time. Look at banking, which is now available 24 hours a day through ATMs and you can go to almost any ATM to withdraw or deposit funds. Both industries invested in information and delivery systems to meet the needs of their clients rather than asking their clients to accommodate to a fixed structure. Now the automobile industry is enabling customers to order on demand rather than requiring them to accept whatever is available in the dealer's lot. In the business world, however, there is competition that requires companies to adapt – education has not had this catalyst.*

Suspend judgment.



Is the goldfish dead?
*Or did the teacher inject
the fish with a sedative?*

When he was observed to become certified to teach in New York schools, Dr. Fischler asked a group of students to look at the tail of a “dead” fish under a microscope. When they saw the blood flowing, this “discrepant event” helped the students see that they had assumed that the fish was not alive.

Transform-Education.com • TransformTeaching.org
EdutechFoundation.net • abc.TheStudentsTheClass.com

My vision and strategy for educational change

I believe that we in education must make the investment to do the same for our clients, i.e., each student. What investment is needed?

There are three modes of instruction: 1) self-paced or CAI, 2) project or problem-solving and 3) discussion. Self-paced or computer-assisted instruction (CAI) requires that each student have access to a computer and modem and access to the curriculum on a server on a 24/7 basis. Projects and problems should be relevant to students so they can relate to the given subject area.

For English and Math, we should implement CAI in the 1st grade (and continue thereafter). The reason English and Math are chosen is that these are the two cultural imperative languages. If you know these two languages and are motivated as a self-learner, you can teach yourself almost anything you want to learn. And, one of the goals of education is to create self-learners.

For all other subjects, the teacher can pose a project or problem that is relevant to the student. Once the problem is defined, the class can be broken down into groups of 4-5 students in order to research the solution to the problem. If complex, each of the groups may study an aspect of the problem. With these subjects, the student uses the computer as a research tool (after having learned to read). Students are taught to use search engines such as Google or Yahoo as well as the intranet made available by teachers gathering information relevant for the students.

Students working in a group learn cooperation, shared responsibility and communication (face-to-face as well as e-mail). Having produced a written solution to the problem utilizing the computer (power point) as a tool, they can then present to the class for discussion. They can also use email or a written report to other students as well as the teacher.

Arbitrary learning within fixed time periods would be eliminated, i.e., no 1st, 2nd, 3rd, etc. grades. Instead, students would be grouped chronologically with materials appropriate to their learning level and style using the CAI approach for English and Math, and the project-problem-discussion modes for other subjects. The projects given to the students match the level of English and Math competencies and are related to the students (their interests and their lives). For example, in 3rd grade, how would you study the amount of water that a plant needs to grow? I would utilize the students' Math knowledge (learned through CAI) for science learning. Likewise, rather than studying history through

and
can be
through
on the

for younger
more
concepts in
-- from



memorization
chronology, it
studied
problems based
immediate
environment
children and
abstract
later grades.

TheStudentIsTheClass.com by Dr. Fischler.

You are an agent of change



If you want to see change in education, you have to do it (not just talk about it).

You have to bring a group of people together. It's going to take years of commitment, argument and debate.

You have to demonstrate that you are producing a product that we need.

Transform-Education.com • TransformTeaching.org
EdutechFoundation.net • abe.TheStudentIsTheClass.com

Constant Improvement

The management principles developed by W. Edwards Deming can guide schools to improve. Deming offered fourteen key principles for **management** for transforming business effectiveness. The points were first presented in his book *Out of the Crisis*.(p. 23-24)^[22] Although Deming does not use the term in his book, it is credited with launching the **Total Quality Management** movement.^[23]

1. Create constancy of purpose toward improvement of product and service, with the aim to become competitive and stay in business, and to provide jobs.
2. Adopt the new philosophy. We are in a new economic age. Western management must awaken to the challenge, must learn their responsibilities, and take on leadership for change.
3. Cease dependence on inspection to achieve quality. Eliminate the need for massive inspection by building quality into the product in the first place.
4. End the practice of awarding business on the basis of price tag. Instead, minimize total cost. Move towards a single supplier for any one item, on a long-term relationship of loyalty and trust.
5. Improve constantly and forever the system of production and service, to improve quality and productivity, and thus constantly decrease costs.
6. Institute training on the job.
7. Institute leadership (see Point 12 and Ch. 8 of "Out of the Crisis"). The aim of supervision should be to help people and machines and gadgets to do a better job. Supervision of management is in need of overhaul, as well as supervision of production workers.
8. Drive out fear, so that everyone may work effectively for the company. (*See Ch. 3 of "Out of the Crisis"*)

9. Break down barriers between departments. People in research, design, sales, and production must work as a team, to foresee problems of production and in use that may be encountered with the product or service.
10. Eliminate slogans, exhortations, and targets for the work force asking for zero defects and new levels of productivity. Such exhortations only create adversarial relationships, as the bulk of the causes of low quality and low productivity belong to the system and thus lie beyond the power of the work force.
11. a. Eliminate work standards (quotas) on the factory floor. Substitute leadership.
b. Eliminate management by objective. Eliminate management by numbers, numerical goals. Substitute leadership.
12. a. Remove barriers that rob the hourly worker of his right to pride of workmanship. The responsibility of supervisors must be changed from sheer numbers to quality.
b. Remove barriers that rob people in management and in engineering of their right to pride of workmanship. This means, *inter alia*, "abolishment of the annual or merit rating and of management by objective (See Ch. 3 of "Out of the Crisis").
13. Institute a vigorous program of education and self-improvement.
14. Put everybody in the company to work to accomplish the transformation. The transformation is everybody's job.

"Massive training is required to instill the courage to break with tradition. Every activity and every job is a part of the process." [24]

Guidelines for Teachers

**For motivated, advanced students,
give them resources and a goal and
let them learn on their own.**

For the rest: fully guided instruction

a. Give a clear and concrete goal

**b. Show when
and how to do
what you are
teaching, step-
by-step**

**c. Let them
practice on
another**

engaging problem or task

**d. Give them corrective feedback
during the practice and ask them to
explain why they learned the task.**



Clark, R. (2008). "How Much and What Type of Guidance is Optimal for Learning from Instruction?" Chapter 9 in Tobias, S. and Duffy, T. M. (Eds.) *Constructivist Theory Applied to Instruction: Success or Failure?* N.Y.: Routledge, Taylor and Francis. 158 – 183.
cogtech.usc.edu TransformTeaching.org Creative Commons with attribution

For more information, see the writings of Richard E. Clark at cogtech.usc.edu.

Teachers can lead the improvement by adopting these points:

1. *Absorb and live the company's mission, goals and operating philosophy.*
2. *Look toward the long-term good of the firm, not solely toward short-term gains for labor. Consider the needs of investor, directors, management, customers, vendors and the community through your union.*
3. *Show genuine concern for the constant improvement of quality. expand quality consciousness.*
4. *Communicate ideas to management concerning new products and services, better raw materials, better production methods and training, cost reduction, and reduction of waste. Ideas from labor are essential; however, action is the responsibility of management.*
5. *Report conditions that rob you of your pride of workmanship to management.*
6. *Know exactly what your job is and strive for improvement. Embrace "constructive" job-knowledge testing and job-performance measurements as aids to continual improvement.*
7. *Reject both penalties and payments for defective output due to deficiencies in the system. Consider the long-term effects.*
8. *Do not demand and create stultifying seniority and work rules. Ignore job boundaries which inhibit helping others.*
9. *Avoid adversarial and competitive behavior between and within shifts and departments, or with management. Act as part of a team for the common good of all.*
10. *Request and attend training programs. An elementary grasp of statistical concepts is very important.*
11. *Cooperate with management in creating a structure that will push the above points every day.*

This list appears in The Deming Guide to Achieving Quality and Competitive Position by Howard and S. Gitlow.

Anyone familiar with the Total Quality movement and the success of Japan in producing high-quality goods will know something about W. Edwards Deming. The man who brought quality consciousness to Japan in the 1950s created his famous "Fourteen Points" (search wikipedia to find the list), which appears in any book about Deming's philosophy. Many people who use Deming's approach usually approach management with a to-do list, including "Drive out fear" (Deming's point number 8). A quick search of these key words "*Deming 11 points for labor*" gives a link to a book by Howard and Shelly Gitlow, listing eleven points that labor can adopt.

One of the key aspects affecting the dynamics of many labor- management negotiations is an element of distrust. Many fans of Deming's work decry the opportunities that managers miss by not using Deming's 14 points to guide contract talks. A close reading of Gitlow's work unveils a clear path to unblocking a stalemate: **Let labor lead with a commitment to quality.** Teachers' unions would be better served, in general, by union bosses who might be more flexible.

A famous video clip (shown in Robert Compton's documentary found at 2minutes.com) shows a union president recommending that children get "their own union, because I will represent the rights of teachers." Where's the big picture? Why wouldn't a union rep for teachers also be concerned about children? Are schools in place to give teachers jobs? In my work as a teacher at a charter school, management is constantly asking for our ideas to improve the system. Charter schools by their nature have the potential to streamline procedures, thereby cutting costs and improving value.

Unfortunately, some of my colleagues bring with them the common attitude of teachers in the traditional public school system: ***"THEY asked us to do more without asking for pay. Where is a union when you need one?"***

That's right, most charter schools negotiate one-on-one with each employee. We have year-to-year contracts and we can be terminated at any time. I like the system, in part because I used to own a language school where most teachers are paid by the hour as independent contractors. As a “teacher-owner,” I had a look at the big picture (the health of the organization and the needs of our clients) as well as the details (the company's profits, the working conditions of teachers).

Activity: ***Look at the list of Eleven Points for Labor (above).***

The following excerpts from the Deming list of 11 points for labor are particularly appropriate for "teachers who act like owners":

Ignore job boundaries which inhibit helping others (point 8).

Consider the long-term effects (point 7).

Act as part of a team for the common good of all (point 9).

In short, teachers of the future will do well to consider looking at their role in schools the way factory workers might see their place in the assembly line. They are part of the system and part of the solution.

Projects

What can a teacher do to make a class more interesting? What can a teacher show to a group of students? Perhaps this list is enough. Photocopy a few pages from this list and put the photocopies on a door. Write “5 extra points if you complete one of these projects to your satisfaction” at the top of the photocopies. Ask a few students to read the list and to select one or two projects to work on. Perhaps the idea will spread like a fire.

Project: watch some videos, download the videos, edit parts together and add narration and credits. Explain to the viewer what is important about the excerpts.

Example: *How does a car work?* Students can find information and write a description, print explanations from the Internet, make a video with a car (showing the parts), visit a garage and interview a mechanic.

Project: Make Fewer Rules. Rule-making for operating the class can become a project. What are the rules of the class? Why does the class need to follow ONLY the rules stated in the school? Perhaps there are rules that the school made that can be summarized by a simpler rule that the students can describe and adopt. Dennis Littky starts his school each year with an intense workshop, asking the students to come up with rules that make sense to them. Enforcement is easier, since the kids accepted these rules at the beginning of the school year.

Some teachers ask, “**Why do you use projects in your classroom? Isn't it easier to put the information on the whiteboard or hand out photocopies?**” Yes, when I was a new teacher, I was concerned about my performances, about my ability to deliver information to the students. I learned that some students are ready to receive and absorb information when I delivered it in that way. Other students were bored, so I learned from people like Dennis Yuzenas (WhatDoYaKnow.com), Dennis Littky, Jeff Hutt, Tony Lloyd, Leslie Lott, Cary Elcome and Abraham Fischler (TheStudentIsTheClass.com) to put my efforts into

proposing projects... and then students started to propose their own projects.

Students need projects...

to provide opportunities for students to experience “team building”;

to provide experience for students to build their resumes (CV, curriculum vitae);

to provide opportunities for students to serve as mentors to their peers and near peers;

to provide opportunities to make connections (building social intelligence skills);

to reinforce and apply information that was learned in classrooms and in textbooks.

Do you need more ideas for projects? Look at the list located at sites.google.com/site/bondconnectdiscoverexplore. or click on the link “Bond Create Discover Explore” at VisualandActive.com.

Project: Make a video. *Dennis Yuzenas writes: The project-based classroom requires projects. Sometimes one comes along that really suits the bill. The YouTube sponsored What’s Your Issue contest is a perfect project.*

From the website WhatsYourIssue.com: *For 2010 – our 5th year – we’re outreaching to 200 million young adults 14 to 24 to create and submit local solution-project ideas to front-burner issues, submitted digitally via three-minute videos accompanied by a one-sheet project.*

We see problem-solving as an act of leadership and entrepreneurship and social entrepreneur. To that end, we are launching Y/E – the Young Entrepreneur Network. Y/E will provide valuable resources, content and tutorials from our partners to support leadership and entrepreneurial skills. (One of Dennis Yuzenas’ students won with her entry: Shark Finning. Here is the page the students started with: whatsyourissue.tv/film-your-issue/

Project: Build a Communications Technology Lab By François Savain fsavain@cofracfinancial.net When I was at Boyd Anderson High School in Lauderdale Lakes, I was assigned a room about 75 feet by 75 feet (5000 sq. feet) filled with equipment related to communications. Students went from station to station, learning how to use an embroidery machine, scanner, screenprinter, computers, digital photography, audio production and mockup software. At the end of eight weeks they had the skills necessary to take an idea from a sketch through design and layout to production. Students learned to use Photoshop, Pagemaker, MS Office suite, 3DStudiomax and AutoCAD Lite. Their assessment was based on what they produced, such as an embroidered shirt, and their log notes and descriptions of their work were stored in portfolios. This system of mixing white-collar and blue-collar skills leads to integrated learning across multiple disciplines and is applicable to virtually any curriculum. For more information, you can contact me at fsavain@cofracfinancial.net. **Let's make hands-on learning a central part of every school.**

Look out: Intuitively Appealing Beliefs

Belief 1: Ask the student what he needs

What's real? Many students don't know what they need. Many students will choose a less-effective method of learning because that method will require the least effort.

Belief 2: "Our school needs more technology. Without computers, our students will fall behind."

What's real? Clark points out that adding technology to a classroom does not guarantee improvement. "Media are mere vehicles." Teachers need to use effective methods.

Belief 3: Projects are good for everyone.

What's real? Ask, "How will the projects be given to the students?" Don't give too many choices with projects. "*Here are 15 projects. Choose three.*" **BETTER:** *Start with no more than 4 choices.*

Projects are good for advanced motivated students. The rest of the students need fully guided instruction.

Belief 4: I should teach to the student's learning style

What's real? Clark points out that it is more reliable to find out what each student knows ("prior knowledge") and start teaching from there. Willingham calls it "background knowledge."

Source: Writings by Richard E. Clark ajgtech.net/edu

*This is an example of some of the posters in **Posters for Transforming Your Classroom**, available from TransformTeaching.org.*

Tips

Thanks to the generous natures of those teachers and their willingness to share their procedures, you have access to some fabulous tips.

Tip: Use Google Documents to share files By Anthony Lloyd LloydTony@me.com A Gmail account comes with access to a suite of programs that are free. Yes, they are available only when you are online. The key advantages are a) the files are less likely to be lost than if you store the items on your hard drive or a pen flash (small flash drive). The flash drive could be lost, a CD, if burned, could be scratched, lost or stepped on. A google document is (almost) forever. As creator of the document, you can allow others to read it or edit it. This is a great way for students to work together. The process of writing is actually a lot of RE-writing. You can document the changes by saving previous versions. The teacher also has access to the document. Students who are confused about what is expected can look at previous projects to get an idea what's been done by other.

Tip: Ask students to teach their elders about what they know...particularly about the Internet (an idea from *Iain Barraclough*).

Iain is what teachers and parents might strive to be: experts in any field in addition to education. Yes, it's important for parents (and student) to know how to learn. It is often an outside expert who sees something that we teachers miss.

That's why it is essential for teachers to read Dan Pink, Malcolm Gladwell and Thomas Friedman as well as other non-professional educators. These authors are actually experts on how to prepare for lifelong learning, but they have prescriptions for building better schools that might work....if



implemented. Now, if we could just find someone who could apply these methods and then reach a dozen teachers...hey, how about you?

Tip: Ask a student, “What do you want to do after you get your diploma?” This question is asked before most interactions at Mavericks High Central Broward to help connect the class work with the student.

Tips: Websites for Teachers Convert PDF to text ONLINE
convertpdf totext.net/

File Juicer to convert PDF to text. Cost under \$20 (2010)
www.echoone.com/filejuicer/download

Convert a youtube video (.flv format) to a video we can use (.mp4 or .mov) keepit.com (a program on your web browser)

zamzar.com converts the video and then sends a message with a link to your email account. Click on the link, then click on the “download” button and you have the video or mp3 document in your computer's download folder.

sethgodin.com: Useful analysis and outside-the-box thinking. His website give you some ideas about what to put on your website. Yes, every teacher can have a free website, maintained by a student. – *Dennis Yuzenas*

TIP: Students pick up more from us than just the content of our lessons. A casual comment can damage or reinforce a kid's world.

Interview with Cary Elcome -- Cary tells this story: There was a kid who didn't do well in the preparation for standardized tests. “Boys like you are not destined to go to University,” intoned one of the kid's teachers. It took the kid twenty years to realize that the teacher was not right. The kid, now an adult, earned a certificate from Trinity College and became a certified trainer, teaching people to become English Language teachers. That teacher had decided to be a gatekeeper and he used psychological intimidation to dissuade the kid from finding some way to get into university and “make something of himself.”

“Many teachers have no idea how powerful their words are. That SOB knew exactly what to say to intimidate me and

destroy what little self-esteem I possessed at that time. He wanted to keep people like me from aspiring and joining his class.”

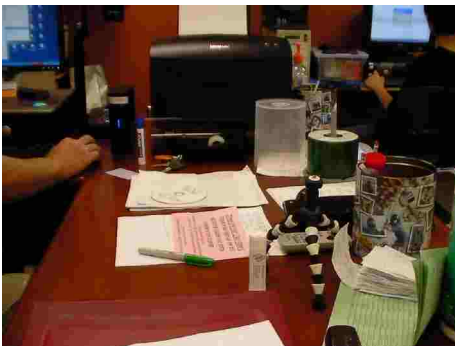
Tip: Walk around. Leslie Lott, a curriculum developer for Cambridge University Publications with decades of experience as a teacher and director of schools, drops in on classes, finding any excuse to listen to her teachers. Her belief is that time spent with students and observing teachers is the core of caring administration and the most-overlooked aspect of running a school. Her employees often comment on how helpful it is to have someone in administration who remembers what it is like to teach (and who continues to work as a substitute teacher).

Tip: Expect some students to “get it” and others to be confused. The use of portfolios can disrupt the expectations of some students (and administrators). The portfolio system (with an individual education plan, which appears in the Free Materials, Part 4) inspired an administrator to write: *Some of the students understood your system but many thought it was strange, chaotic. The teenagers liked your methodology possibly because it allowed them complete freedom to do as they wished. The energy and passion you bring to the classroom is excellent. However, your lack of regard and respect for the school’s curriculum, methodology and personnel is unfortunate.*

Tip: Use OpenOffice.org By Ben Udy

Two-thirds of the world operates on a shoestring or less. The suite of programs that come with a Gmail account are fabulous – but only if you have cheap Internet access. I use GIMP instead of Photoshop, Linux instead of Windows and OpenOffice instead of Microsoft Word. Why not make a contribution to thank Sun Systems for creating a free offline word processor?

Ben Udy runs a school in Honduras, inspired in part by John Corlette, Kurt Hahn, the Round Square philosophy and numerous teachers at Aiglon College. He never went to college, so he joins the ranks of Jobs, Gates, Ellison and others who altered the planet with their entrepreneurial efforts. He invites anyone to visit his school's website cofradiaschool.com and consider making a donation, coming down to teach what you know and learn more about Honduras.



More projects can be found at GuideOnTheSide.com > Part 5 **Tips and examples of projects**

Note the stack of blank DVDs and the tripod (below).

Schools and people that use these principles

MetCenter.org Providence, R.I. Dennis Littky's book *The Big Picture* describes some of the procedures used to put the kid in the center of the school. Students are given narratives instead of letter grades (the teacher writes a two-page letter summarizing the student's work in the past eight weeks and describes gaps that need work in the next two months). Learning through internships (LTI) allows students to discover how parts of the high school curriculum are linked to the real world. Instead of sitting through high-stakes tests, students give standup presentations or "exhibitions." Students interview relatives and friends of their parents to build a 75-page autobiography. One teacher stays with the same fifteen students for four years, teaching all subjects. Building relationships with students (eating dinner in each student's home at least twice a year) allows teachers to know the capacities of the class. Former students are welcomed on campus as peer mentors and are encouraged to use the school's facilities.



HighTechHigh.org San Diego. A visit to the school's channel at youtube.com/HTHvideo gives a sense of the intense focus on blending technology and projects.

CHADphila.org Philadelphia. The Charter High school of Architecture and Design welcomes visitors, blending a curriculum with remarkable projects: I enjoyed the manga books that the students produce.

Urban Academy New York. Student work and photos cover 80 percent of the walls. Hallways display framed photos and posters, signs, artwork and announcements. Learning by walking around.

MavericksInEducation.com **This is** Many of the students at charter schools in the Mavericks system use computers to work through the curriculum independently. Computer

Assisted Instruction (CAI) is robust, allowing teachers time to talk with students one-on-one.

QBESchool.com Look at the website: QBESchool.com. Their curriculum puts academics at about 25% of the focus of the school. Spirit, intellectual development (lateral thinking, which is often overlooked in schools), social skills and emotional intelligences, and physical development are four other areas of focus.

Aiglon College Chesieres, Vaud, Switzerland. Founded in 1949 by John Corlette, the school's vision is captured in part in a speech by Corlette at **JohnCorlette.com**. The central concepts: You can learn more by going to QBESchool.com to see a curriculum that is based in part on the Corlette philosophy.

People who inspire us

Ted Sizer (1932-2009): Author of *The Red Pencil: Convictions From Experiences in Education* and *Horace's Compromise*. He founded the Coalition of Essential Schools and advocated school reform. "Ted made us question assumptions we'd never looked at before and examine the bedrock of our ideas—which may be what his idea of education is... When he was up there in front of us in All-School Meeting, he tried to get us to see our responsibility to the community and to each other as individuals" (www.andover.edu). A colleague, Vic Henningsen, wrote, "Ted as headmaster [at Philips Academy in Andover] pushed the Trustees, the faculty and the alumni, as well as his students, to wrestle with the difficult questions of purposes and aims, to question what they were about and why, and to seek new levels of understanding, performance, and excellence."



Howard Gardner: His Multiple Intelligences Theory has been widely mentioned in teacher training programs that focus on how students learn. Teachers are encouraged to present information in a variety of ways to help the spectrum of learners in the

classroom. Often overlooked is Gardner's prescription about assessment: *If individuals indeed have different kinds of minds, with varied strengths, interests and strategies, then it is worth considering whether pivotal curricular materials like biology could be taught AND ASSESSED in a variety of ways* (Intelligence Reframed, p. 167, emphasis added).

He advocates the use of “performances of understanding”: *When it comes to probing a student's understanding of evolution, the shrewd pedagogue looks beyond the mastery of dictionary definitions or the recitation of textbook examples. A student demonstrates or “performs” his understanding when he can examine a range of species found in different ecological niches and speculate about the reasons for their particular ensemble of traits. A student performs her understanding of the Holocaust when she can compare events in a Nazi concentration camp to such contemporary genocidal events as those in Bosnia, Kosovo or Rwanda in the 1990s.*

“Measures of understanding” may seem demanding, particularly in contract to current, often superficial, efforts to measure what students know and are able to do. And, indeed, recourse to performing one's understanding is likely to stress students, teachers, and parents, who have grown accustomed to traditional ways of doing (or NOT doing) things. Nonetheless, a performance approach to understanding is justified. Instead of mastering content, one thinks about the reason why a particular content is being taught and how best to display one's comprehension of this content in a publicly accessible way. When students realize they will have to apply knowledge and demonstrate insights in a public form, they assume a more active stance to the material, seeking to exercise their “performance muscles” whenever possible (p. 165).

Thomas Hoerr: Principal of New City School in St. Louis, Mo., Hoerr has written a column for Educational Leadership (the magazine of the Association for Supervision and Curriculum Development, ascd.org). His school's workbooks for teachers about multiple intelligences are often cited as important for the spread of Gardner's theories (since the workbooks give practical tips about how to implement the use of portfolios). The school has red doors (note the link to Ted Sizer).

Tom vander Ark: He invented the term “edu-preneur” and writes a blog (EdReformer.com) which discusses the challenges facing charter schools. He is a partner in Vander Ark/Ratcliff, an education public affairs firm, and a partner in

a private equity fund focused on innovative learning tools and formats. He was the first business executive to serve as a public school superintendent and was the first Executive Director for Education at the Bill & Melinda Gates Foundation. Contact him at Tom@VARpartners.net.

Dennis Littky: His book (*The Big Picture: Education is Everyone's Business*, published in 2004 by ASCD.org) was read by Bill Gates, who used the phrase, "The New Three Rs" (rigor, relevance and relationships) in a speech to the nation's governors in February 2005 at the National High School Summit. His company Big Picture Learning has spawned dozens of schools in a network called Big Picture schools. For additional input, see the interview on National Public Radio (April 25, 2005) and search "Dennis Littky small school" on youtube.com.



Edward deBono: "Mr. Lateral Thinking." Look up his name on Wikipedia and see the remarkable span of his career as an educator. He has repackaged lateral thinking to match the needs of current trends. For people unfamiliar with the term, here is a typical math problem: *A wall 200 feet long by 8 feet tall separates your school from your neighbors. You need to paint the wall. Assume 100 square feet for each gallon. How much paint should you buy?*

Some people place limits on a problem by defining the wall as only the part that we see when we stand inside the school. DeBono's life work concerns getting the reader to think "outside of the box."

Lateral Answers: The following answers are typically marked as *incorrect* in most multiple-guess tests. a) "Enough to cover the surface, plus enough to do touchups. I would include the other side of the wall, since we want to be good neighbors." $8 \times 200 \times 2$ plus the top of the wall, and I need at least two coats, so double the whole thing. b) "I'd take a photo and ask the guy who sells paint to make the estimate." *That's a practical answer, isn't it?* Thanks to deBono, lateral thinking is held in high regard in many corporations. How about in schools?

Abraham S. Fischler: President Emeritus of Nova Southeastern University and author of a blog called [TheStudentIsTheClass.com](#). His catch-phrase is **“Time is a variable”**: *“Instead of asking the student to fit the administrative structure (i.e., the class and arbitrary time periods for learning subjects and achieving competencies), we must provide each student with the time and means to succeed. Rather than punish the student who learns more slowly than the arbitrarily chosen period, we must treat each student as the class.”* He recommends eliminating the use of the age of the students to organize the school, instead using “mastery of content” as the criterion for grouping students. Computer Based Instruction for math and English allows teachers to focus on problems, not presentation of the material. Additional learning takes place in small groups, where students work on projects and discuss their portfolios, applying the information learned from the computer sessions to other parts of the curriculum. He recommends a K-12 approach to implementing this system. His testimony before the Miami-Dade Public School Board helped win approval for Mavericks charter schools. **Key Quote:** *“rather than studying history through memorization and chronology, it can be studied through problems based on the immediate environment for younger children and more abstract concepts in later grades.”*

Dennis Yuzenas: Innovative teacher based in West Palm Beach, Florida. His workshops have trained dozens of teachers in the use of computer-based projects and team learning. He distributes ebooks on CD that his students continue to use in high school and university: [WhatDoYaKnow.com](#). “Mr. Y, I just aced my U.S. History class because I knew all about the Civil War, thanks to that CD you gave us with *Uncle Tom’s Cabin*” (a message from one of his students). Interviews with Yuzenas form the core of the curriculum for the Visual and Active Teacher Training certificate ([Youtube.com/visualAndActive](#), [VisualAndActive.com](#)).

Dan Pink: Chapter 15 of his book *Free Agent Nation* (2001) highlights the ossification of schools: *“Whenever I walk into a public school, I’m nearly toppled by a wave of nostalgia. Most schools I’ve visited in the 21st century look and feel exactly like the public schools I attended in the 1970s. The classrooms are the same*

size. The desks stand in those same rows. Bulletin boards preview the next national holiday. The hallways even smell the same. Sure, some classrooms might have a computer or two. But in most respects, the schools American children attend today seem indistinguishable from the ones their parents and grandparents attended. At first, such déjà vu warmed my soul. But then I thought about it. How many other places look and feel exactly as they did 20, 30, or 40 years ago? Banks don't. Hospitals don't. Grocery stores don't. Maybe the sweet nostalgia I sniffed on those classroom visits was really the odor of stagnation. Since most other institutions in American society have changed dramatically in the past half-century, the stasis of schools is strange."

reason.com/archives/2001/10/01/schools-out. Pink's later books, *Drive*, *A Whole New Mind* and *To Sell Is Human* all contain recommendations for improving education and procedures in classrooms. See also connectedprincipals.com for summaries of Pink's works.

Thomas Friedman: The New York Times columnist advocates a "moon shot" effort to revitalize science education. His book *The World is Flat* has recommendations for reforming schools.

Ken Robinson: Search for "Ken Robinson Creativity" on youtube.com.

Malcolm Gladwell

Blink

A Tipping Point

Outliers



Resources

Websites (schools)

BigPicture.org, the Dennis Littky / Eliot Washor organization

HighTechHigh.org, San Diego, Calif.**

CHADPhila.org, a charter school in Philadelphia, Charter High School for Architecture and Design.

MetCenter.org, Providence, R.I.** a Big Picture school.

NewCitySchool.org, St. Louis (publishers of a widely used workbook for introducing multiple intelligences in academics)

Tracy.MHS.schoolfusion.us, Millennium High School, Tracy, California Motto: *Aspire, achieve, advance*

UrbanAcademy.org, New York City** Motto: *A small school with big ideas*

**These schools were profiled in *High Schools on a Human Scale: How Small Schools can Transform American Education* (2003) by Thomas Toch, introduction by Tom vander Ark, Beacon Press, ISBN 978-0807032459

Websites (reformers, publishers)

ASCD.org, publisher of *The Big Picture: Education Is Everybody's Business* (2004) by Dennis Littky and Samantha Grabelle, ISBN 978-0871209719

EdReform.com, Center for Education Reform

EdReformer.com, Tom vander Ark's blog, now called **GettingSmart.com**

edSpresso.com, newsletter, served hot with a twist

emaginos.com, Jack Taub's site

RevLearning.com, vander Ark's investment group

EssentialSchools.org, Coalition of Essential Schools, formed by the late Ted Sizer

GatesFoundation.org, funding for education reform

GuideontheSide.com, Steve McCrea, teacher training workshops, also at **TransformTeaching.org**

PZ.harvard.edu, Project Zero, Harvard University, teacher training

QBEAcademy.net, Will Sutherland, innovative curricula

theLearningWeb.net, Gordon Dryden, New Zealand, author of *The Learning Web* with Jeannette Vos: *How to quit school at 14 and eventually write a top-selling book about learning.*

Abe.TheStudentIstheClass.com, Dr. Abraham Fischler

2mminutes.com, Robert A. Compton's project

WhatDoYaKNow.com, Dennis Yuzenas, master teacher and trainer, developer of workshops integrating digital portfolios

homepage.ntlworld.com/gary.sturt/human.htm
Summary of teaching that is centered on the student.

YouTube channels

YouTube.com/*channelname*

BPLearning

HTHvideo

QBESchool

AGuideOntheSide

VisualandActive

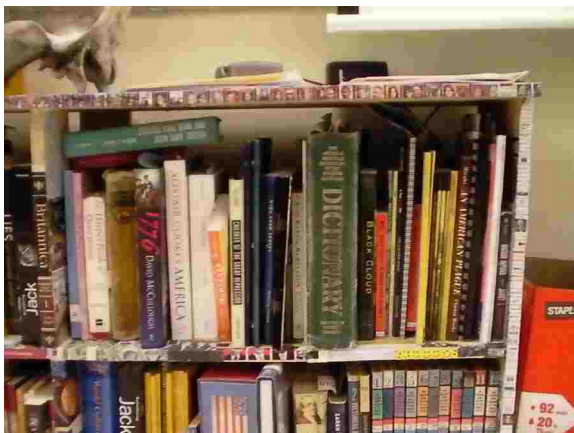
2MillionMinutes

Send your suggestions for additional websites and YouTube channels.

Answers to the quiz in the Quotes section of this document:

Howard Gardner 20 -- Dennis Littky 18, 19
 Maria Montessori 8, 14 -- W. Edwards Deming 7
 Gordon Dryden 9 -- Mark Twain 6
 William Glasser 17 --- Jean Piaget 15
 Abraham Fischler 4 22, 23
 W B Yeats (poet) 2 -- Robert Burns 11
 5 = emaginos.com 10 = CELTA teacher training manual.

The rest are aphorisms or "conventional wisdom" told by master teachers



*This booklet was compiled by BuildTheFuture.net
Send comments to TheGuideOnTheSide@gmail.com*

Send us suggestions for additional resources for the next edition of this document.

Search “build the future education” to find a free copy on Scribd.com. Other downloads are available at TransformTeaching.org.

- 1) معلم المس تقبل ليس الا مرشداً وليس حكيماً على المنصة .
- 2) التعلّم ليس بتعبئة إناء ولكن هو إشعال للنار .
- 3) من المحتمل أن معظم الطلاب ينسوا ما درسوا ، ولكن لا ينسوا كيف غوملوا .
- 4) سبب صعوبة إحصار وسيلة الكمبيوتر التعلّميّة إلى المعلم لأنّه يحب أن يودي الدرس بنفسه .
- 5) جاك طفل من بروكلين خرج من المدرسة ليتجنب الملل المزمّن.
- 6) أنا لا أجعل المدرسة أبداً تُعيق طريقي للتعلّم
- 7) قدّ بلا خوف.
- 8) لاتفعل للطفل ما قد يستطيع فعله بنفسه .
- 9) يوجد بليونيين طفل في العالم المتطور بدلاً من سؤال مُعلّميهم بإعادة اختراع العجلة .
لما لا تشارك طرق التدريس التي تنفع لخمسة وتسعين بليون معلّم ؟
- 10) اجعل المعلم يتكلم لأقصر وقت .

11) ما ثمن القوة التي تُعطى لنا لنرى أنفسنا كما يرون الناس؟

12) الهدف هو تحويل مسؤوليّة التعلم إلى الطالب .

13) المدارس تعلم الأطفال الطاعة ، لكن نحن نحتاج إلى إجابات مبدعة لمواجهة الصعوبات التي نعيشها في الوقت الحاضر . العديد من الناس الذين كان لهم أثر عظيم على حياتنا حاضرة كانوا فاشلين في المدارس .

14) الإشارة العظمى لنجاح المعلمين هي استطاعتهم بأن يجعلوا الأطفال ينجزوا أعمالهم بدون توجيهات معلّميهم .

15) هي أنبتدع أناس قادرين على فعل أشياء جديدة ليس فقط إعادة ما فعله السابقون .

16) المدارس المبدعة توفر فصول صغيرة وتدرّس فردي ومنهج مرّن بحيث يلبي لائق الطفل، والمعلم يكون مع نفس مجموعة الأطفال حتى الصف الثامن ؛ لأن المعلم يحتاج أن يكبر ويتعلم مع الأطفال .

17) العديد من المعلمين يحتاجوا لأن يسيطروا على كيفية التدريس وكيفية الاختبار، بينما آخرون يتفاوضون مع طلابهم بما يريدون أن يتعلموا ومتى يريدوا أن يتعلموا وكيف يتبنّوا بأنهم تتعلموه .

18) عندما نريد أن نعرف شغف الأطفال نجد بأنهم ليسوا بالمدسة ، ولكن عندما يعرف الطفل

شغفه نبدأ بتدريسه ذلك الشغف . نستطيع
إيجاد فترة تدريب لطلاب المرحلة الثانوية كما
يقول أطفالنا : " أنا أحب فترة التدريب " .

**19) لسوء الحظ لغالبيه الناس التدريس هو
إعطاء المعلومات . ماذا ستقول للطلاب ؟ ماهي
خبرتك ؟ لكن التدريس في الحق يقة هو إخراج
ما هو موجود داخل الناس .**

**20) إذا امتلك الأفراد عقليات مختلقة مع قوة
مختلفة واهتمامات واستراتيجيات عندها سوف
تكون الأحياء والرياضيات والتاريخ تُدرّس
ب طرق مختلفة .**

**21) الثقة ، الراحة ، عدم الإحباط والإنصات
أفضل شخصيّة .**

**22) ينبغي أن يكون التعلم للمتعة ، كما
ينبغي أن يستمتع الطلاب بفهمهم .**

23) الطالب هو الفصل .

Translation by Rehab abdalnofal@gmail.com

1. Учителят на бъдещето е наставник, а не лектор на дъската.
2. Образованието не е като ПЪЛНЕНЕ на КОФА, то е РАЗПАЛВАНЕ на ОГЪНЯ.
3. Повечето ученици може да забравят какво си ги научил, но винаги ще помнят как си се държал с тях.
4. Учителят е това, което ни пречи да внесем компютърно обучение в стаите, защото учителите обожават да ръководят.
5. Джак е момче от Бруклин, което напусна училище, защото не искаше да бъде отегчавано.
6. Никога не допуснах училището да попречи на образованието ми.
7. Кара ме да се страхувам.
8. Никога не прави нещо за дете, което то само може да направи за себе си.

9. Има 2 милиарда деца в развиващия се свят. Вместо да караме учителите им всеки ден да изобретяват наново колелото, защо не споделим учебните планове с техните 59 милиона учители.

10. Времето за говорене на учителя трябва да бъде минимално.

11. Каква дарба чужда сила би могла да ни даде: да се видим отстрани по начина, по който ни виждат другите.

12. Целта е постепенно да пренесем отговорността на ученето към самия ученик.

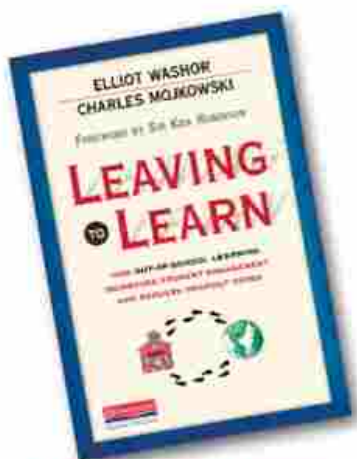
13. Училището учи децата да се подчиняват. Но за предизвикателствата на нашите времена, ние имаме нужда от креативни отговори. Много от значимите хора на нашето време са се провалили в училище.

14. Най-големият успех за един учител е да може да каже: „ Децата сега работят, сякаш аз никога не съм съществувал.”

15. Нека да създадем хора, които са способни да създадат нови неща, а не просто да повтарят това, което предните поколения са направили.

16.Новаторските училище предлагат малки класове,индивидуално обучение и гъвкав учебен план, към който детето може да се приспособи. Един и същ учител остава със същите ученици за периода от осем години. Учителят трябва да израсне и да се учи с децата.

17.Много учители вярват че трябва да контролират начина, по който преподават и изпитват. Други учители договарят с учениците какво ще учат, кога ще го научат и как ще се проверят знанията им.



LEAVING TO LEARN
HOW OUT-OF-SCHOOL LEARNING
INCREASES STUDENT
ENGAGEMENT AND REDUCES
DROP-OUT RATES
ELLIOT WASHOR
AND CHARLES MOJKOWSKI

*Recommendation:
put this book in every classroom.*

18. Докато не намерим призванието на детето, то всичко е просто училище. Когато детето намери своето призвание ние се придържаме към него. Можем да намерим стажове за тази специалност в гимназията и тогава ученикът ще каже: "Обичам този стаж!"

19. За съжаление, за повечето хора ученето представлява даване на знание. Какво ще кажеш на учениците? Каква е твоята специалност? Но всъщност ученето е способността да извадиш това, което е вече в човека.

20. Ако отделните хора имат различен начин на мислене, с различни силни страни, интереси и стратегии. Тогава може ли биологията, математиката и историята да бъдат преподавани и оценявани по различни начини?

21. Доверие. Истина. Без откази. Активно слушане. Даване на най-доброто от себе си.

Translation by Petya Nedyalkova peshkobg@gmail.com

Chinese

1 The teacher of the future is a GUIDE on the SIDE, not a sage on the stage.

1. 未来的老师是学生旁边的向导而不是讲台上的圣人。

2 Education is NOT the filling of a pail, but rather the LIGHTING of a FIRE.

2. 教育不是填鸭式的而应当是点燃火焰的电光。

3 Most students might forget what you taught them, but they will always remember how you treated them.

3. 大部分的学生会忘记你教过他们什么，但是他们总是会记住你以前是怎么对待他们的。

4 A big obstacle to bringing Computer Assisted Instruction into the classroom is the teacher, because teachers love to perform.

4. 将计算机辅助指示引入课室的一大障碍就是老师，因为老师们喜欢自己去演示。

5 Jack is a boy from Brooklyn who dropped out of school to avoid terminal boredom.

5. 杰克是一个来自布鲁克林的小男孩，他退学了，因为学校实在是太枯燥。

6 I never let school get in the way of my education.

6. 我绝不让学校成为我受教育的障碍。

7 Drive out fear.

7. 驱除恐惧。

8 Never do for a child what a child can do for himself.

8. 不要替小孩做他自己可以做的事情。

9 There are 2 billion children in the developing world. Instead of asking their teachers to "reinvent the wheel" every day, why not share lesson plans that work with their 59 million teachers?

9. 在发展中国家有 20 亿儿童。与其让他们的老师日复一日重复着同样的劳动，为什么不把他们的教学计划与其他五千九百万教师一起分享呢？

10 Keep Teacher Talking Time to a minimum.

10. 将老师说话的时间降到最低限度。

11 What a gift some power could give us: to see ourselves as others see us.

11. 如果可以做到自己看待自己犹如别人看待自己一样，这种能力就好像是上天赐给我们的礼物一样珍贵。

12 The goal is to gradually transfer responsibility for learning to the student.

12. 目标是逐渐地将学习的责任转给学生。

13 Schools teach children to obey. But we need creative answers to the challenges of our times. Many of the people who've had the greatest influence on our times were failures in school.

13. 学校教会小孩遵守规则。但是我们却要应对当下的各种挑战提交具有创造力的答案。许许多多曾经深深影响过我们的人物在学校里都是失败的案例。

14 The greatest sign of success for a teacher is to be able to say, "The children are now working as if I did not exist."

14. 一个老师成功的最大标志就是 he 可以说：“我的学生可以当我不存在一样的去学习。”

15 Let's create people who are capable of doing new things, not simply of repeating what other generations have done.

15. 让我们创造出可以应对新事物的人，而不是简单地去重复前人已经完成的事情。

16 Innovative schools offer small classes, individualized instruction, and flexible curricula which can accommodate the child. The same teacher stays with the same group of children for as many as eight grades. The teacher has to grow and learn with the children.

16. 创新的学校为小孩提供小班教学，个性化的指导以及有弹性的教学课程。同一位老师将陪伴着同样一批小孩渡过一年级到八年级的时光。老师会和这些小孩一起成长一起学习。

17 Many teachers believe that they need to control how they teach and how they test. Other teachers negotiate with their students what they will learn, when they will learn it and how we will check that they have learned it.

17. 许多老师都认为他们需要控制好他们的教学内容和考试。其他有些老师就会和他们的学生商量他们要学什么，什么时候学以及怎样去检验学生已经掌握了所学到的东西。

18 Until we find the child's passion, it's just school. When the child finds his passion, we teach to that passion. We can find internships for high school students: Kids say, "I love this internship!"

18. 当我们发现小孩爱好的时候，学校才可以称之为学校。当小孩发现他自己爱好的时候，我们针对这种爱好来展开教学。当我们为高年级学生找到见习机会的时候，我们的孩子会说：“我喜欢这个见习活动。”

19 Unfortunately, to most people, teaching is the giving of knowledge. What are you going to tell the students? What is your expertise? But teaching is really about bringing out what's already inside people.

19. 不幸的是，对于大部分人来讲，教学只是传授知识。您将教给学生什么？哪方面是您的专长？然而教学真正要做到的是将已经在人们内心中存在的东西发掘出来。

20 If individuals have different kinds of minds, with varied strengths, interests and strategies, then could biology, math and history be taught AND ASSESSED in a variety of ways?

20. 如果每个人都自己不同的想法，不同的长处，不同的兴趣爱好以及不同的思考方式，那么生物课，数学课和历史课可不可以以不同的方式进行教学和接触呢？

21 Trust. Truth. No Put- downs. Active Listening. Personal Best.

21. 信任，真理，不放弃，积极得聆听，尽自己最大的努力。

22 Learning should be fun. Students should enjoy performing their understanding.

22. 学习的过程应当是快乐的。学生们应当很享受将自己的理解演绎出来。

23 We often forget the most overlooked resource in the school: the students. We ought to close the textbooks, turn off the teacher talk and ask students to talk and share their concerns and let them practice speaking. Instead of forcing in another week of grammar, why not allow them to speak and reveal their grammar gaps as well as their passions?

在学校中我们经常会忘记的最被忽视的资源就是学生。我们应当合上教科书，老师少说些话然后让学生来讲，让他们分享他们的想法以及让他们训练自己的表达。与其强制抽出一个礼拜来学习语法，为什么不让他们自己把话讲出来，这样我们既可以看到他们的语法问题也可以了解他们的兴趣爱好所在。

24 The Student is the Class.

24. 学生就是课堂的全部。

25. The teacher's job is to ask the students to think about things that the students have not thought about.

25. 老师的工作就是要求学生去思考那些他们曾经没有思考过的事情。

26 The spirit of exploration has got lost. The urge to ask questions has died. Why should children have the amazing feeling of wide-eyed discoverers hammered out of them in regimented classes? -- Cary Elcome

26. 探索的精神已逝。提问题的动力也已不在。如果孩子们是从程式化课堂中训练出来的，他们怎么可能像那些眼界开阔的探索者一样拥有那些奇妙的感觉呢？-- Cary Elcome

27 Lesson plans? You want lesson plans? The lesson plan is in front of you: ask the students what they want to learn today. -- Mario Llorente.

27. 课堂计划？你还要课堂计划？课堂计划就在你面前：去问问学生们今天他们想学什么？

Time is a variable.

Arbitrary learning within fixed time periods can be eliminated, i.e., no 1st, 2nd, 3rd, etc. grades.

Instead, students can be grouped with materials appropriate to their learning level and style using the computer assisted instruction (CAI) approach for English and math, and the project/problem/discussion modes for other subjects. The projects given to the students match the level of English and math competencies and are related to the students (their interests and their lives). For example, in 3rd grade, how would you study the amount of water that a plant needs to grow? I would use the students' math knowledge (learned through CAI) for science learning. Rather than studying history through memorization and chronology, it can be studied through problems based on the immediate environment for younger children and more abstract concepts in later grades.

This is an excerpt from Dr. Fischler's blog

abe.TheStudentIsTheClass.com

French

L'enseignant du futur est un guide qui vous accompagne et non un sage en représentation sur scène.

L'éducation n'est pas le remplissage d'un seau, mais plutôt l'allumage d'un feu.

La plupart des étudiants oubliera ce que vous leur avez enseigné, mais ils se rappelleront toujours comment vous les avez traités.

Le gros obstacle à l'assistance de l'enseignement par ordinateur est l'enseignant lui-même, car les enseignants adorent faire le show.

Jack est un garçon de Brooklyn qui a quitté l'école afin d'éviter l'ennui en phase terminale.

Je n'ai jamais laissé l'école se mettre en travers du chemin de mon éducation.

Chassez la peur.

Ne faites jamais pour un enfant ce que l'enfant peut faire seul.

Il y a 2 milliards d'enfants dans les pays en voie de développement. Au lieu de demander à leurs 59 millions d'enseignants de réinventer la roue chaque jour, pourquoi ne pas partager avec eux des plans de cours qui fonctionnent?

Gardez le temps de parole de l'enseignant à un niveau minimum.

Quel cadeau serait-ce que de nous voir à travers les yeux des autres.

Le but est de graduellement transférer la responsabilité de l'enseignement à l'étudiant.

Les écoles apprennent aux enfants à obéir. Mais nous avons besoin de réponses créatives pour faire face aux challenges de notre temps. De nombreuses personnes, à avoir eu la plus grande influence dans la société, ont été des élèves peu brillants.

La plus grande marque de succès pour un enseignant est de pouvoir dire: «Les enfants travaillent à présent comme si je n'avais jamais existé».

Créons des personnes capables de faire de nouvelles choses, et pas simplement de répéter ce que les générations précédentes ont faites.

Les écoles innovantes proposent de petites classes, une instruction individualisée et un programme flexible qui peut s'adapter à l'enfant. Le même enseignant reste avec le même groupe d'enfants pour une période qui peut atteindre jusqu'à huit années scolaires. L'enseignant doit grandir et apprendre avec les enfants.

Beaucoup d'enseignant pensent qu'ils ont besoin de contrôler leur manière d'enseigner et de tester. D'autres négocient avec leurs étudiants ce qu'ils vont

apprendre, quand ils vont l'apprendre et comment il sera vérifié qu'ils l'ont appris.

Jusqu'à ce que nous découvriions la passion de l'enfant, c'est juste l'école. Quand l'enfant trouve sa passion, nous enseignons à cette passion. Nous pouvons trouver un stage pour les lycéens et ils s'exclament «j'adore ce stage!»

Malheureusement, pour la plupart, enseigner est juste la transmission du savoir. Qu'allez-vous dire aux étudiants? Quelle est votre compétence? Mais enseigner c'est vraiment faire sortir ce qui se trouve déjà à l'intérieur des gens.

Si les individus ont des esprits différents avec des capacités, des intérêts et des stratégies divers, alors la biologie, les maths et l'histoire ne pourraient-elles pas être enseignées ET ÉVALUÉES de diverses manières?

Confiance. Vérité. Pas de répliques cinglantes. Une écoute active et attentive. Le meilleur de soi-même.

Apprendre devrait être amusant. Les étudiants devraient aimer montrer qu'ils ont compris.

On oublie souvent la force la plus négligée de nos écoles: les étudiants. Nous devrions fermer les cahiers de cours, arrêter le discours de l'enseignant et demander aux étudiants de parler de de partager leurs préoccupations et de les laisser s'entraîner à parler. Au lieu de faire passer en force une nouvelle semaine de grammaire, pourquoi ne pas leur permettre de parler et de révéler leurs lacunes en grammaire tout autant que leurs passions? *Cary Elcome*

L'étudiant est la classe. *Dr. Fischler*

Le travail de l'enseignant est de demander à ses étudiants de penser à des choses auxquelles les étudiants n'avaient pas pensé.

L'esprit d'exploration s'est perdu. L'envie de poser des question est morte. Pourquoi les enfants devraient avoir l'incroyable sensation de découvertes surprenantes extirpée d'eux dans des classes soumises à une discipline toute militaire? - *Cary Elcome* -

Des plans de cours? Vous voulez des plans de cours? Le plan de cours est en face de vous: demandez aux étudiants ce qu'ils veulent apprendre aujourd'hui. - *Mario Llorente*

*For quick, accurate translations into French, contact
FrenchlySpeaking@hotmail.com*



*Teacher training is the heart of the transformation.
Matt Blazek shows Dr. Fischler a collection of projects on
a CD for use with digital portfolios.*

German

Der Lehrer der Zukunft ist ein Anführer im Hintergrund, nicht ein alles Wissender auf der Bühne. *Aphorismus*

Bildung ist NICHT das Füllen eines Eimers, sondern eher das Entfachen eines Feuers.

Die meisten Schüler werden vielleicht vergessen was du ihnen beigebracht hast, aber sie werden sich immer daran erinnern wie du mit ihnen umgegangen bist.

Ein großes Hindernis bei dem Vorhaben Computer basiertes Lernen in den Klassenraum zu bringen ist der Lehrer, weil er es liebt Aufzutreten.

Jack ist ein Junge aus Brooklyn, der die Schule schmiss um der tödlichen Langeweile auszuweichen.

Ich lasse die Schule nie meiner Bildung in die Quere kommen. *Mark Twain*

Treibe die Angst davon.

Tue niemals etwas für ein Kind was das Kind selbst machen kann.

Es gibt zwei Millionen Kinder in den Entwicklungsländern. Warum sollen wir nicht, anstatt deren Lehrer aufzufordern jeden Tag das Rad neu zu erfinden, unsere Stundenpläne mit ihnen teilen, die für deren 59 Millionen Lehrer verwendbar sind.

Begrenze die Redezeit des Lehrers soweit wie möglich. Welches Geschenk etwas Macht uns geben könnte: uns selbst zu sehen wie andere uns sehen.

Kreativität -- Im Schulunterricht lernen Kinder wie man Anweisungen befolgt. Allerdings braucht es Kreativität um den Herausforderungen der heutigen Zeit zu begegnen. Viele kreative und einfallreiche Köpfe unsere Zeit gehörten in der Schule nicht zu den Besten.

Ein Lehrer hat den größten Erfolg erzielt, wenn er sagen kann, "dass die Kinder jetzt so selbstständig arbeiten als sei er gar nicht da"

Es ist wichtig Schüler zur Eigenständigkeit und zum selbstständigen Denken zu erziehen anstatt sie bereits vorhandene Themen wiederholen zu lassen.

Innovative Schulen bieten kleine Unterrichtsgruppen, individuelle Schülerbetreuung und flexible Stundenpläne, die dem jeweiligen Kind angepasst werden. Der Lehrer betreut die Kinder für acht Schuljahre und soll während dieser Zeit mit den Kindern „wachsen“ um eine optimale und dauerhafte Schülerbetreuung zu ermöglichen.

Viele Lehrer glauben, dass sie den Lern- und Lehrprozess kontrollieren müssen. Andere Lehrer „verhandeln“ mit ihren Schülern über den Lerninhalt, den Zeitpunkt des Erlernens des Lernstoffes und den Zeitpunkt der Klassenarbeit, die zur Überprüfung des Erlernten dienen soll.

Bis zu dem Zeitpunkt, an dem wir die Leidenschaft eines Kindes für eine bestimmte Sache gefunden entdeckt haben, ist Schule einfach nur Schule. Wenn ein Kind seine Leidenschaft für etwas Bestimmtes gefunden hat, ist es unsere Aufgabe es darin zu bestärken. Eine Maßnahme um dies zu erreichen sind Praktika für Schüler, die mit der Leidenschaft der Kinder in Verbindung stehen sollten.

Leider verbinden die meisten Leute mit dem Lehrbegriff nur die Vermittlung von Wissen. Man fragt sich permanent: „Was erzähle ich meinen Schülern?“ Jedoch geht es beim Lehrerberuf darum die inneren Werte und talente eines Menschen nach außen zu kehren.

Ist es möglich Biologie, Mathematik und Geschichte auf unterschiedliche Art und Weise mit verschiedenen Lernzugängen zu unterrichten, wenn Individuen verschiedene Einstellungen mit unterschiedlichen Stärken, Interessen und Strategien haben?

Vertrauen, Wahrheit. Keine Herabsetzungen. Aktives Zuhören. Persönliche Stärke.

Many thanks to Christian Braun and Thomas Krecken for their speedy translations. These teachers visited Dr. Abraham Fischler and are inspired to bring their students "NO MORE BORING LESSONS."



Students in Fort Lauderdale talked with students in Florianopolis, Brazil by Skype.

Less Time Teaching

Give students the time to explore what they are interested in.

Help them **ask powerful questions.**

Students should be able to



share what they have learned in a compelling way.

George Couros georgecouros.ca

Italian

L'insegnante del futuro e' una guida al fianco, non un saggio sul palcoscenico. *Aforismo*

Insegnare NON è riempire un secchio, è piuttosto accendere un fuoco. *W. Yeats*

La maggior parte degli studenti dimenticano quello che hai loro insegnato, ma ricorderanno sempre come li hai trattati.

Un grosso ostacolo nel portare in classe l'insegnamento via computer è l'insegnante, perchè l'insegnante ama recitare.

Jack è un ragazzo di Brooklyn che ha abbandonato la scuola per noia mortale.

Non ho mai permesso che la scuola si frapponesse alla mia istruzione.

Scaccia la paura.

Non fare mai per un bambino ciò che lui sa fare da solo.

Ci sono 2 miliardi di bambini nel mondo sviluppato. Invece di chiedere ai loro insegnanti di "reinventare la ruota" ogni giorno, perchè non scambiare lezioni che funzionano con i loro 59 milioni di insegnanti?

Come insegnante parla il minimo indispensabile.

Che regalo ci può fare un po' di potere: vedere noi stessi come gli altri ci vedono.

Lo scopo è trasferire gradualmente allo studente la responsabilità dell'apprendimento.

La scuola insegna ai bambini ad obbedire. Ma noi abbiamo bisogno di risposte creative per le sfide di oggi. La maggior parte delle persone che hanno maggiormente influenzato il mondo moderno erano degli studenti fallimentari.

Il maggior segno di successo per un insegnante è la capacità di dire: " Ora i ragazzi stanno lavorando come se io non esistessi".

Creamo delle persone capaci di fare cose nuove, e non semplicemente a ripetere ciò che altre generazioni hanno fatto.

Le scuole innovative offrono classi ridotte, insegnamento individualizzato, curricula flessibili che possano aiutare il ragazzo. Lo stesso insegnante rimane con la stessa classe fino a 8 anni. L'insegnante deve crescere e imparare coi ragazzi .

Molti insegnanti credono di aver bisogno di controllare come insegnano e come valutano. Altri contrattano con i loro studenti ciò che impareranno, quando lo impareranno e come controlleranno che abbiano imparato.

Fino al momento in cui individuiamo ciò che piace ad uno studente è semplicemente scuola. Quando l'alunno trova la sua passione noi insegniamo a quella passione. Noi possiamo trovare uno "stage" per i nostri liceali: I Ragazzi dicono " Mi piace questo "stage"

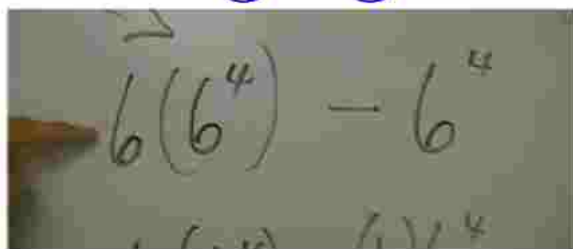
Sfortunatamente, per la maggior parte delle persone, insegnare significa dare delle conoscenze. Cosa dirai agli studenti? In che cosa sei esperto? Ma insegnare significa tirare fuori ciò che già è dentro le persone.

Se gli individui hanno menti differenti, con punti di forza, interessi e strategie diversi, potranno allora la biologia, la matematica e la storia essere insegnate e valutate in modi diversi?

Fiducia. Verità. Nessuna stroncatura. Ascolto attivo. Fare del proprio meglio.

Thanks to Bruna Berti for the translation.

Math is a language.



Math is a way of
using a lot of synonyms.

One quarter is like
25 out of 100 or 41 out of 164.
We need to be flexible.

Japanese

The teacher of the future is a guide on the side, not a sage on the stage.

未来の教師は常に隣にいるガイドであり、ステージに立つ賢者ではない。--格言

Education is not the filling of a pail, but rather the lighting of a fire.

教育とは手桶を埋めるような作業ではなく、むしろ火を点火することである。

Most students might forget what you taught them, but they will always remember how you treated them.

大抵の生徒はあなたが教えた事を忘れるかもしれない。でも彼らはあなたが彼らとどう接したかは常に覚えていることであろう。

I am a big obstacle to bringing computer assisted instruction into the classroom, because as the teacher, I love to perform.

教育を機械化するのを阻むのは先生である。なぜなら彼らは演技をすることを愛するからである。

Jack is a boy from Brooklyn who dropped out of school to avoid terminal boredom.

ジャックは救いがたい倦怠から逃れるために学校をやめたブルックリンからの男の子である。

I never let school get in the way of my education. *Mark Twain.*

私は学校に私の教育を阻ませたりはしない。--マーク・トゥエイン

Drive out fear.

恐怖を退けよ。

Never do for a child what a child can do for himself.

子どもが自分でできることは子どもの為にしてあげてはいけない。

There are 2 billion children in the developing world. Instead of asking their teachers to “reinvent the wheel” every day, why not share lesson plans that work with their 59 million teachers?

今、発展途上国には二十億の子供たちがいる。この子どもたちの先生にわかりきっていることにむだに時間を費やさせるよりも、むしろ5900万人の先生が使えるレッスンプランをシェアしてはどうだろう。

Keep teacher talking time to a minimum.

教師的なしゃべりは最低限にすべきだ。

What a gift some power could give us: to see ourselves as others see us.

なんとすばらしい力だろう：他の人の目をとおして我々のことを考えることとは。

The goal is to gradually transfer responsibility for learning to the student.

目指すべき目標は徐々に習うことの責任を生徒たちにバトンタッチすることである。

Creativity. Schools teach children to obey. But we need creative answers to the challenges of our times. Many of the people who've had the greatest influence on our times were failures in school.

想像力。

学校は子どもたちに従うことを教える。しかし我々は想像力豊かな答えを今必要としている。この時代に影響を最も多く及ぼした人々の多くは学校ではむしろ落ちこぼれたことを忘れてはならない。

The greatest sign of success for a teacher is to be able to say, "the children are now working as if I did not exist."

教師にとって最高のサクセスサインは「子どもたちは私が存在しないかのようにしっかりやっている」といつか言えるようになることである。

Let's create people who are capable of doing new things, not simply of repeating what other generations have done.

今こそ新しいことをできる人間をつくろう、過去の人々がすでに行ったことを繰り返す人間ではなく、新しいことを。

Innovative schools offer small classes, individualized instruction, and flexible curricula which can accommodate the child. The same teacher stays with the same group of children for as many as eight grades. The teacher has to grow and learn with the children.

革新的な学校は小さいクラスを持ち、個別指導をし、生徒一人ひとりに合ったカリキュラムをくめる学校である。同じ先生が同じグループの子どもたちと最長で八年一緒にすごし、子どもたちと共に先生も成長し、学ぶ学校である。

Many teachers believe that they need to control how they teach and how they test. Other teachers negotiate with their students what they will learn, when they will learn it and how we will check that they have learned it.

多くの教師はどのように教え、どのように試すかをコントロールしなければいけないと考える。その一方で他の教師は生徒達と何を学びたいか語り合い、どのようにして学ぶか、どのように学んだことを確認するかをも生徒たちと語り合うのである。

Until we find the child's passion, it's just school. When the child finds his passion, we teach to that passion. We can find internships for high school students: Kids say, "I love this internship!"

子どもたちの夢中になれるものを見つけるまでは、学校はただの学校にすぎない。子どもが夢中になれるものを見つけたときは、我々はその夢中になれるものにむけて教えるのである。私たちは子どもが「こんなインターンシップを探していたのだ！」といえるようなインターンシップの機会を高校生徒たちに与えることができる。

Unfortunately, to most people, teaching is the giving of knowledge. What are you going to tell the students? What is your expertise? But teaching is really about **bringing out what's already inside people.**

残念ながら、多くの人々にとって教育とは知識を与えることである。生徒たちになにを教えよう？私の専門はなんだろう？でも、本当のところ教育は人々の中にすでに存在している才能を引き出すことなのである。

If individuals have different kinds of minds, with varied strengths, interests and strategies, then could biology, math and history be taught **AND ASSESSED** in a variety of ways?

もし個人一人ひとりが違った考えを持ち、異なる強さ、興味、手段をもっているとするならば、生物学、数学、歴史学も異なる方法で教え、**評価することが出来るのではないだろうか？**

Trust. Truth. No put-downs. Active Listening. Personal Best.

信頼。真実。批判してはいけない。常に耳をかたむける。常にパーソナルベストを目指せ。

Translation by Hitomi Koyama



Partners working on a project. A charter school in Fort Lauderdale, Fla.

Transform-Education.com is
dedicated to the 30 percent
who are not being served by
the current system of
education.

Let's make time a variable.

Abraham S. Fischler

Korean

This is the translation to Korean language, and I feel these sentences are really awesome thoughts for the class! So I will be able to see this dream education soon!!! P.S. I just wonder who will be able to read these sentences that I translated or the book you will make...

*Blessings,
Kim, e-Kyung*

1 미래의 교사란 '사이드'에서 '가이드'하는 사람이며, 교단에 서 있는 천재가 아닙니다.

2 교육이란 항아리에 채워지는 물이라기 보다는, 오히려 '불'을 붙이는 '라이터'입니다.

3 학생들은 가르쳐준 것은 잊어도 대했던 태도는 영원히 기억합니다.

4 수업에 컴퓨터를 활용하는 것에 걸림돌이 되는 것은 바로 교사입니다. 교사들은 뭔가를 행하는 것을 좋아하기 때문입니다.

5 브루클린에 사는 잭이라는 소년은 학교가 지루해서 자퇴하고 말았습니다.

6 나의 교육 방법을 학교가 가로막는다면 가만 있지 않겠습니다.

7 두려움을 내 쫓으세요.

8 아이가 스스로 잘 할 수 있는 일은 도와주지 마세요.

9 개발도상국 2 백억 명의 아이들이 "참 잘 했어요"을 매일 반복하기 보다는, 5 천 9 백 명의 교사들과 함께 수업 계획을 짤다면 어떨까요?

10 교사가 말하는 시간을 최소한으로 줄이세요.

11 다른 사람들이 우리를 보는 관점으로 우리 자신을 보는 것이 : 우리의 힘입니다.

12 학습 책임을 학생에게 단계적으로 넘겨 주는 것이 우리의 목표입니다.

13 학교는 아이들에게 순종을 가르칩니다. 그러나 시대의 도전 앞에는 창조적인 답변을 필요로 합니다. 시대에 가장 큰 영향력을 끼쳤던 사람들은 학교에서 실패했던 사람들이 많습니다.

14 "교사 없이도 아이들이 공부하게 하는 것"이 성공한 교사의 가장 큰 특징입니다.

15 앞 세대를 단순 반복하는 것이 아니라, 새로운 것을 해낼 수 있는 사람들을 만들어 봅시다.

16 혁신적인 학교에서는 소규모 수업과 개별 지도, 유연한 교육 과정을 통하여 아이들을 받아 들입니다. 동일한 교사가 동일한 그룹과 8 년 동안 함께 합니다. 교사는 아이들과 함께 성장하고 배워야 합니다.

17 교사가 어떻게 가르치고 교사가 어떻게 테스트할 지를 교사가 통제해야 한다고 대부분의 교사들이 생각합니다. 반면 학생들이 언제 배울지, 학생들이 무엇을 배울지, 그리고 배운 것을 교사와 학생이 어떻게 함께 체크할 지를 학생들과 논의하는 교사들도 있습니다.

18 우리가 아이의 열정을 발견하기 전에는, 단지 학교 일 뿐입니다. 아이가 자신의 열정을 발견하면, 우리는 그 열정에게 가르칩니다. 우리는 고등학생을 위한 인턴을 발견할 수 있습니다 : 아이들은 "인턴이 너무 좋다!"고 합니다.

19 대부분의 사람들에게 교육이란, 불행히도, 지식 전달일 뿐입니다. 학생들에게 어떤 말을 하나요? 경험에서 나오는 것인가요? 그러나 진정한 교육이란 내면에서 표출되는 것입니다.

20 생각이나 장점, 흥미와 전략이 개인마다 다양하다면, 생물학과 수학, 역사를 다양한 방법으로 가르치고 '평가'할 수 있나요?

21 신뢰. 진리. 비난 금지. 열심히 듣기. 최선을 다하기.

22. 학습은 재밌어야 합니다. 학생들이 이해한 것을 즐겁게 행해야 합니다.

23 학생 한 명 한 명이 바로 수업입니다.



**Absolutely
essential is a
positive and
loving relationship with
all other people
regardless of
their origin,
background or
beliefs, and a
positive and
loving relationship with
everything in the world
and in the universe
around us.**



John Corlette

- 1 Nauczyciel przyszłości jest przewodnikiem stojącym z boku, nie mędrcem na piedestale.
2. Edukacja nie jest wypełnianiem naczynia, ale rozniecaniem ognia.
3. Większość uczniów może zapomnieć czego ich uczyłeś, ale będą zawsze pamiętać jak ich traktowałeś.
4. Wielką przeszkodą w wykorzystywaniu w trakcie lekcji komputera dla zdobycia informacji jest nauczyciel, ponieważ uwielbia on występować.
5. Jack jest chłopcem z Brooklynu , który rzucił szkołę aby uniknąć nieuleczalnej nudy.
6. Nigdy nie pozwoliłem szkole stanąć na drodze mojej edukacji. Mark Twain
7. Pozbądź się strachu.
8. Nigdy nie rób dla dziecka tego co może ono zrobić samo dla siebie.
9. 2 miliardy to liczba dzieci objętych edukacją szkolną w krajach rozwijających się. Dlaczego nie podzielić programów nauczania z ich 59 milionami nauczycieli, zamiast oczekiwać od nich,, odkrywania na nowo Ameryki”?
10. Zredukuj czas mówienia nauczyciela do minuty.
11. Gdybyśmy tak otrzymali moc widzenia nas samych oczami innych.
- 12 . Twórczość -- Szkoły uczą dzieci jak być posłusznymi. My jednak potrzebujemy kreatywnych odpowiedzi na wyzwania naszych czasów . Wielu z

ludzi , którzy wywarli wielki wpływ na losy / kształt współczesnego świata byli nieudacznikami w szkole.

13. Jeśli nauczyciel może powiedzieć: „ uczniowie pracują tak jak bym nie istniał” jest to najlepszym świadectwem jego sukcesu.

Najlepszym świadectwem sukcesu nauczyciela jest jego poczucie iż może powiedzieć: „Uczniowie pracują tak jak bym nie istniał”.

14. Ukształtujemy ludzi, którzy będą w stanie tworzyć nowe rzeczy , nie zaś odtwarzać to co już istnieje.

15. Nowoczesne szkoły oferują dzieciom małe klasy, zindywidualizowane polecenia i zadania, dopasowane do sytuacji, elastyczne programy nauczania.

Przy czym nauczyciel pozostaje z uczniami przez osiem klas rozwijając się i ucząc wraz z nimi.

16. Wielu nauczycieli uważa , że muszą przeprowadzać kontrolę nad tym w jaki sposób uczą i sprawdzają wyniki nauczania. Inni negocjują z uczniami czego i kiedy będą się oni uczyli, a także w jaki sposób będą testowani.

17. Dokąd nie zauważymy w dziecku pasji uczenia się, możemy powiedzieć ,że to tylko rutynowa czynność chodzenia do szkoły. Jeśli dziecko znajdzie swoją pasję , uczymy zgodnie z tą pasją.

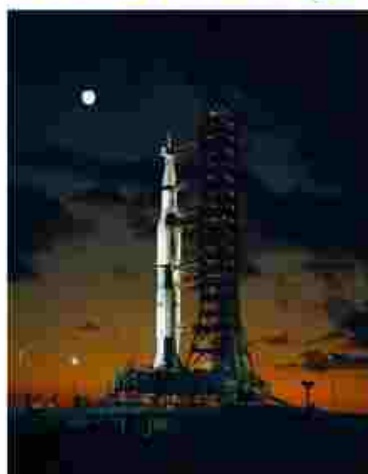
18. Niestety dla większości z nas uczenie jest przekazywaniem wiedzy. Co zamierzasz powiedzieć uczniom ? Jakie jest twoje doświadczenie? Ale uczenie jest w rzeczywistości wydobywaniem z ludzi wiedzy , która już w nich tkwi.

19. Jeśli przyjmimy, że nasze mózgi są zróżnicowane pod względem siły, zainteresowań, obierania strategii. Czy nauki takie jak biologia, matematyka i historia mogą być uczone i przyswajane w różny sposób?

Zaufanie. Prawda. Nie poniżanie. Aktywne słuchanie. Danie z siebie wszystkiego

Translated by Luiza Kwiatkowska <kaczor8@gmail.com>

No matter how much money you might invest in the propellor engine, you would never get to the moon.



To transform education, we need a new principle and new technology. Learn about the **Transformation of Education** and find out why **the Student is the Class.** – *A. S. Fischler*

Transform-Education.com

Portuguese

O professor do futuro é um guia ao lado dos alunos, não um sábio no palco.

A educação não é um enchimento de um balde, mas a ignição de um fogo.

A maioria dos alunos pode esquecer o que você ensinou para eles, mas sempre lembrará como você os tratou.

Um grande obstáculo ao se trazer a instrução computadorizada para sala de aula é o professor porque os professores adoram encenar.

Jack é um garoto do Brooklyn que desistiu da escola para evitar o tédio terminal.

Nunca permito que escola atrapalhe minha educação.

Livre-se do medo.

Nunca faça para uma criança o que uma criança pode fazer para si mesma.

Há 2 milhões de crianças nos países em desenvolvimento.


Ao invés de se pedir aos professores para reinventar a roda todos os dias, por que não compartilhar planos de cursos que funcionam com seu 59 milhões de professores.

Diminua o tempo de fala de um professor a um tempo mínimo.

Que grande dom o poder pode nos conceder: vermos-nos da mesma forma que os outros nos vêem.

O objetivo é gradualmente transferir a responsabilidade do aprendizado para o aluno.

**They say I gotta
learn,**
but nobody's here to teach me
If they can't understand it,
how can they reach me?
I guess they can't,
I guess they won't,
I guess they front,
that's why
I know my life
is out of luck.



Coolio, G. Paradise
www.safetynica.com/lyrics/coolio/gunguneparadise.html

Russian

*Учитель будущего - проводник в пути, а не
мудрец на сцене.*

*Обучение - это не заполнение ведра, а
разжигание огня.*

*Большинство учеников забывают то, чему ты их
научил, но всегда помнят как ты к ним
относился.*

*Большим препятствием к тому, чтобы
использовать в обучении компьютеры - это
учитель, потому что учитель любит выступать
сам.*

*Джек - это парень из Бруклина, который бросил
школу так как там было смертельно скучно.*

*Я никогда не позволял школе быть
препятствием для моего образования. Марк
Твен*

Прогони страх.

*Никогда не делай за ребенка то, что он может
сделать самостоятельно.*

*В мире сейчас 2 миллиарда детей. Вместо того
чтобы ожидать что их учителя будут "изобретать
колесо" каждый день, почему бы не дать этим 59
миллионам учителей эффективные планы для
занятий?*

*Сокращай время когда говорит учитель до
минимума.*

*Вот если бы какая-нибудь сила могла дать нам
такой подарок - увидеть самих себя глазами
других.*

Цель в том, чтобы постепенно передать ученику ответственность за обучение .

Творчество.

Школа учит детей послушанию. Но нам нужно творческий отклик на то вызов, который нам бросают сегодняшние времена. Большинство из тех, кто оказал величайшее влияние на сегодняшние времена, в школе были неудачниками.

Наибольший признак успеха для учителя - это возможность сказать: "Дети сейчас работают так, как если бы меня не было рядом".

Давайте создадим таких людей, которые способны создавать что-то новое, а не просто повторять созданное предыдущими поколениями.

Новаторские школы предлагают маленькие классы, индивидуальный подход и свободную программу, подобранную для ребенка. Те же самые учителя остаются в то же самой группе детей все восемь классов. Учителя должны расти и учиться вместе с детьми.

Многие учителя верят, что им нужно управлять тем как они учат и как проверяют изученное. Другие учителя договариваются с учениками - что они будут учить, когда они будут это учить и как они проверят то, что они это выучили.

\

К сожалению, для большинства людей обучение - это знание, которое дается. Что вы собираетесь сказать ученикам? В чем ваша компетентность? Обучение - это на самом деле открытие того, что уже есть внутри людей.

If individuals have different kinds of minds, with varied strengths, interests and strategies, then could biology, math and history be taught AND ASSESSED in a variety of ways?

Если каждый индивидум обладает отличным от других умом, силой, интересами и стратегиями, тогда и биология, математика и история должны преподаваться и приниматься на экзаменах для каждого по-разному.

Доверие. Истина. Не подавление. Активное слушание. Личное лучшее.

The translation of the words No Put-downs (Не подавление) and Personal Best (Личное лучшее) is not good, it sounds strange in Russian, we don't have exact expression in Russian, so I just translated the meaning. Translated by Lana anpriti@gmail.com

Swahili

TRANSLATION BY V. GICHUKI NJUGUNA

1. The teacher of the future is a GUIDE on the SIDE, not a sage on the stage.

Mwalimu wa masiku ya usoni ni kiongozi kwa upande wako, sio muhubiri katika mathabahu.

2. Education is NOT the filling of a pail, but rather the LIGHTING of a FIRE.

Elimu sikujaza ndoo, bali nikuwasha moto.

3. Most students might forget what you taught them, but they will always remember how you treated them.

Wanafunzi wengi watasahau ulivyo wafundisha, lakini hawatasahau ulivyo walea.

4. A big obstacle to bringing Computer Assisted instruction into the classroom is the teacher, because teachers love to perform.

Mwalimu ndiye kizuizi kikubwa katika kuleta maelezo kupitia tarakirishi darasani , hii ni kwa sababu waalimu wanapendelea kufanya kazi wao wenyewe

5. Jack is a boy from Brooklyn who dropped out of school to avoid terminal boredom.

Jack ni kijana kutoka Brooklyn alieacha shule kwa kukosa hamu.

6. I never let school get in the way of my education.

Siwezi kubali shule iingilie kati elimu yangu

7. Drive out fear.

Ondoa uwoga

8. Never do for a child what a child can do for himself.

Usimfanyie mtoto kile anachoweza kujifanyia mwenyewe

9. There are 2 billion children in the developing world. Instead of asking their teachers to "reinvent the wheel" every day, why not share lesson plans that work with their 59 million teachers?

Kuna watoto bilioni mbili katika nchi zinazostawi. Badala ya kuwalazimisha walimu wao kutumia mizee ile ile siku baada ya siku, afadhali kubuni mipango ya kimasomo inayoingiana na wale walimu milioni 59 kuko huko.

10. Keep Teacher Talking Time to a minimum.

Mwalimu atumie dakika chache kuongea.

11. What a gift some power could give us: to see ourselves as others see us.

Zawadi gani nguvu hutupa:tujione nafsi zetu kama wengine wanavyo tuona.

12. The goal is to gradually transfer responsibility for learning to the student.

Lengo ni kupitisha jukumu la kusoma kwa wanafunzi.

13. Schools teach children to obey. But we need creative answers to the challenges of our times. Many of the people who've had the greatest influence on our times were failures in school.

Shule hufundisha watoto heshima,lakini twahitaji maarifa kuepukana na changamoto za kila wakati. Wengi walionawiri hawakufua dafu shuleni.

14. The greatest sign of success for a teacher is to be able to say, "The children are now working as if I did not exist."

Ishara kubwa ya mwalimu kufaulu ni pale ambapo atasema, "Watoto wanafanya kazi kana kwamba sipo".

- 15 Let's create people who are capable of doing new things, not simply of repeating what other generations have done.

Hebu tutayarishe kizazi kibunifu, sio kurudia vitu vizazi vilivyotangulia vimefanya.

- 16 Innovative schools offer small classes, individualized instruction, and flexible curricula which can accommodate the child. The same teacher stays with the same group of children for as many as eight grades. The teacher has to grow and learn with the children.

Shule bunifu huwa na wanafunzi wachache darasani, maelezo ya kibinafsi na mfumo wa masomo unaokidhi mahitaji ya mwanafunzi. Mwalimu yule yule atasalia na wanafunzi wale wale kwa muda wa miaka minane. Kwa hivyo,yule mwalimu atakuwa na kuelimika pamoja na wanafunzi.

17 Many teachers believe that they need to control how they teach and how they test. Other teachers negotiate with their students what they will learn, when they will learn it and how we will check that they have learned it.

Walimu wengi wanaamini kwamba wanahitaji kudhibiti jinsi wanavyofunza na kutahini. Walimu wengine hujadiliana na wanafunzi kuhusu nini watasoma, lini watasoma na jinsi watakavyotahiniwa.

18 Until we find the child's passion, it's just school. When the child finds his passion, we teach to that passion. We can find internships for high school students: Kids say, "I love this internship!"

Shule ni shule tu hadi tutakapogundua kile ambacho mwanafunzi anakipenda. Mtoto atakapogundua kitu akipendacho, tutafunza kulingana nacho.

Tutawatafutia wanafunzi wa shule za upili utarajali. Alafu wataseme, "ninapenda kuwa tarajali mahali hapa!"

19 Unfortunately, to most people, teaching is the giving of knowledge. What are you going to tell the students? What is your expertise? But teaching is really about bringing out what's already inside people.

Kwa bahati mbaya, watu wengi husema kuwa, kufunza ni kupatiana hekima. Utawaambia wanafunzi nini? Umesomea nini? Kwa kweli, kufunza ni kutoa nje kilicho ndani ya watu.

20 If individuals have different kinds of minds, with varied strengths, interests and strategies, then could biology, math and history be taught AND ASSESSED in a variety of ways?

Kama watu binafsi wako na fikira binafsi, zilizo na uzito, uvuti na mikakati tofauti, basi masomo ya bayologia, hesabu na historia yafunzwe na kutahiniwa kwa njia tofauti?

21 Trust. Truth. No Put-downs. Active Listening. Personal Best.

Hakuna kuekachini uaminifu na ukweli, uzuri wa mtu, nikuskiza kwa makini.



Spanish

El maestro del futuro es un GUÍA que se mantiene al MARGEN, no un sabio sobre un escenario. *Aforismo.*

La educación NO es llenar un cubo, sino ENCENDER un FUEGO.

La mayoría de los alumnos posiblemente se olviden de lo que les has enseñado, pero jamás olvidaran la forma en que los trataste.

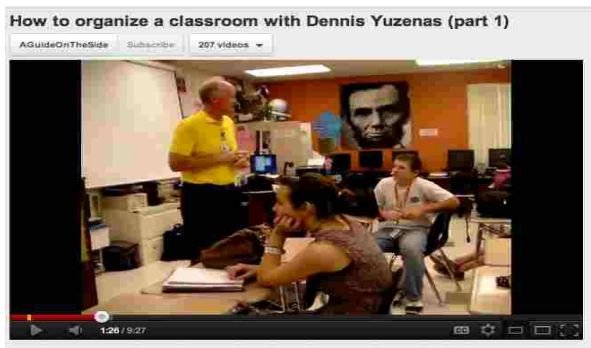
Un gran obstáculo integrar en la aula la Enseñanza Asistida por Ordenador, es el maestro, pues a los maestros les encanta interpretar.

Jack es un chico de a Brooklyn que abandono sus estudios con el fin de evitar el aburrimiento terminal.

Jamás dejé que el colegio se interpusiera en el camino de mi educación. *Mark Twain*

Echa el miedo.

Nunca hagas para un niño lo que él puede hacer por si sólo.



Teacher training will be delivered more efficiently via video and one-on-one trainer-to-teacher following up.

Hay 2 mil millones de niños en los países en vías de desarrollo. En vez de exigirles a sus maestros que vuelvan a inventar la rueda a diario ¿porqué no compartir preparativos de clase que funcionan, con aquellos 59 millones de maestros?

Mantén el tiempo en el que habla el Maestro a un Mínimo.

Qué gran regalo nos podría conceder algún poder: el de vernos a nosotros mismos como los demás nos ven.

La meta es la gradual transferencia de la responsabilidad de estudiar, al alumno.

Creatividad: Las escuelas enseñan a los niños a obedecer. Sin embargo, necesitamos respuestas creativas a los retos de nuestros tiempos. Muchos de los que más influencia han tenido en nuestros tiempos, suspendieron en el colegio.

Para un maestro el mayor indicio del éxito es el poder decir: “Los chicos trabajan actualmente como si yo no existiera.”

Creamos personas capaces de hacer cosas nuevas, no de sencillamente repetir lo que hicieron generaciones anteriores.

Escuelas innovadoras ofrecen clases pequeñas, enseñanza a medida, y curricula flexibles.

Muchos maestros creen que necesitan controlar como enseñan y como examinan. Otros negocian con sus alumnos sobre lo que van a aprender, cuando lo aprenderán y como revisaremos que lo han aprendido.

Hasta que llegamos a descubrir lo que le apasiona a un niño, no es nada más que la escuela. Cuando el niño encuentra su pasión, enseñamos a esa pasión. Podemos encontrar posiciones de becario para alumnos de secundaria: Los jóvenes dicen, “¡Me encanta este trabajo de becario!

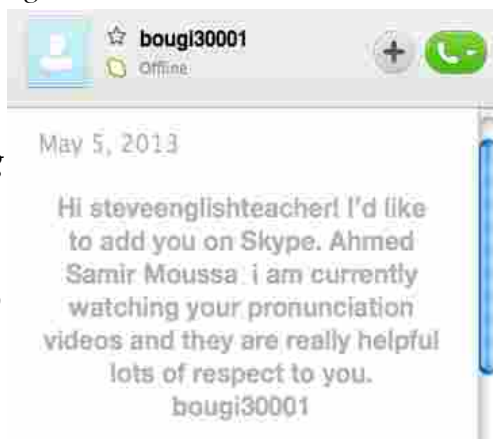
Desgraciadamente, por la mayoría, la enseñanza es impartir información. ¿Qué vas a contarles a los alumnos? ¿Cuál es tu ámbito de experiencia? Sin embargo la enseñanza es sacar a fuera lo que ya existe dentro de la persona.

Si los individuos tienen distintos tipos de cerebros, con fortalezas variadas, intereses y estrategias, entonces, la biología, la matemática y la historia pueden enseñarse y SER REVISADAS de varias maneras.

Verdad. Confianza. Nada de Rebajar. Escucha Activa. Máxima Entrega.

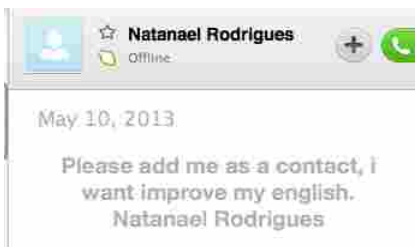
The posters that appear in this book can be obtained in free PDF ebooks at TransformTeaching.org.

Here is a request to parents, students and teachers in the USA. *There is a need for English-speaking young people to help with a project called BIB Penpals (Building international Bridges). If you would like to help these students, please write to www.BIBPenpals.com and watch the videos at www.YouTube.com/BIBpenpals.*



Here is a brief description of the program:

I am a teacher of English as a second language. Teenagers from Europe, South America, Africa and Asia come to Florida to improve their accents every summer. They return to their countries and ask me to find local U.S.teenagers so they can continue to improve their English.



You have what billions of people want: the U.S. accent. My students know British English, but they want to speak like you – you will help with “accent reduction.”

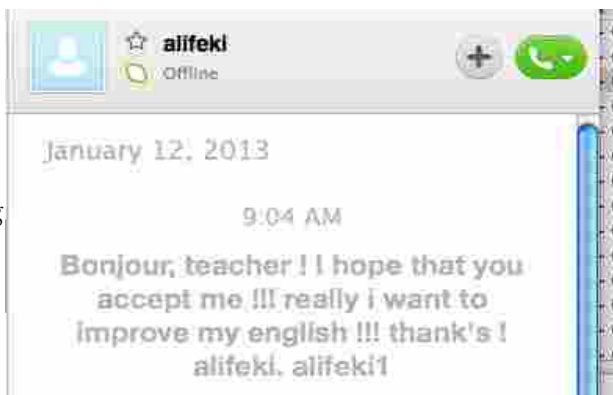
If you are a U.S. person who wants to learn another language...

If you live in another country and you want to improve your English...

You are in the right place. **BIB Penpals connects students (with the help of parents and teachers).**

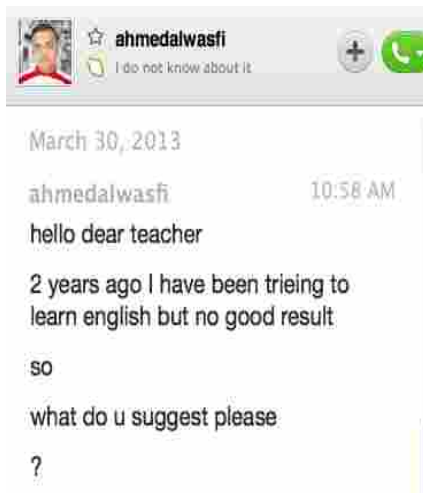


Many students need service hours to show that they have helped in the community. This means spending time at a hospital or picking up trash in state parks. Volunteer hours can also be earned by using a computer.



Hundreds of students are waiting online for a U.S. teenager to spend time helping international students improve their English skills. In return, the U.S. teenager can learn some phrases in another language and get hours for helping share the U.S. culture with people who dream about speaking English with a U.S. accent.

I have additional lists of people who have asked for free English lessons but I have not taught them face-to-face. They appear to be sincere people and they are desperate to improve their English.



Here is a typical result: John Lipkin, a high school student in 2006 (I tutored him for the SAT), came to my classroom and met Fernando from Colombia, Sezar from Turkey and Karim from Germany. John gave them conversation practice and was invited to the homes of these students — John visited all of them over the next four years. (Learn more by contacting John at jalipkin@gmail.com).

BIB Penpals is an opportunity for your child to meet people who will give an “inside tour” of cities — when your child travels, the international student can be a local guide. Some of my U.S. students have traveled around Europe without staying in a hotel (by connecting with BIB Penpals).

I invite you to contact me directly with your questions 954 646 8246 mobile

I spoke to these people by Skype and email. These are sincere people who have sent me many requests for conversation practice:

A teacher in Florianopolis,

Brazil: Jaluif@yahoo.com.br

Thailand:

m555kennel@gmail.com

From India, living in

Birmingham, England: wardagemini@hotmail.com skype warda12770

Tamara in Brazil: tamara_fernandes@hotmail.com

EGYPT: etal232002 an engineer

Paloma in Brazil: paloma_ortegas@hotmail.com

France: benjamin.dumay@hotmail.fr

Falvia (Brazil) fla_martins_88@hotmail.com

Christian612@web.de bicycle enthusiast in Germany

Facebook: ahmad.alzahri Saudi hospital administrator

Spain: zarate_094@hotmail.com



On this page are some examples of people who have left messages on the BIBPenpals Skype account.





BuildTheFuture.net

This booklet is intended to capture the essence of a topic (school improvement) with as little fluff as possible. It can be read in less time than it takes to fly to New York from Florida.

TransformTeaching.org

